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How are students at HBCUs faring, and in particular to what extent are their basic needs supported so that they can focus on learning and attain degrees? This report uses data from the #RealCollege Survey to examine the overlapping pandemic and basic needs challenges affecting students attending HBCUs during fall 2020.

OUR SURVEY WAS COMPLETED BY



NEARLY
5,000
STUDENTS



FROM
14 PUBLIC AND
PRIVATE HBCUs



WITH AN
8.3% RESPONSE
RATE

THESE STUDENTS TOLD US

2/3

of HBCU students
experienced basic
needs insecurity



46%
experienced food
insecurity in the
prior 30 days



55%
were housing
insecure in the
prior 12 months



20%
experienced
homelessness in the
prior 12 months

WE ALSO LEARNED

Many students
lost their jobs
during the pandemic

HBCUs

40%

57%

4-Year MSIs

31%

41%

PBCCs

31%

50%

Full-time

Part-time

HBCU STUDENTS' EXPERIENCES WITH COVID-19

8% of students
got sick

52% of students had a family
member or friend get sick

24% of students had a family
member or friend die



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HISTORICALLY BLACK COLLEGES & UNIVERSITIES

Basic Needs Insecurity at Historically Black Colleges and Universities

A #RealCollegeHBCU Report

Sonja Dahl, Terrell Strayhorn, Michael Reid Jr., Vanessa Coca, and Sara Goldrick-Rab

January 2022

EXECUTIVE SUMMARY

Historically Black Colleges and Universities (HBCUs) were established primarily in the post-Civil War era to meet the educational needs of Black Americans.¹ They provide pathways to upward social mobility and have a long-standing commitment to promoting both academic success and students' health and well-being.² But persistent funding inequities at both the state and federal level actively undermine those commitments and leave the sector particularly vulnerable during the coronavirus (COVID-19) pandemic.³

How are students at HBCUs faring, and to what extent are their basic needs supported so that they can focus on learning and attain degrees? This report uses data from the #RealCollege Survey to examine the overlapping pandemic-related and basic needs challenges affecting students attending HBCUs during fall 2020. In total, nearly 5,000 students from 14 public and private HBCUs responded to the survey for a response rate of 8.3% and shared their experiences:

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These are pressing needs, and there are compelling opportunities to address them. The work could begin by connecting students at HBCUs to existing resources and expanding the availability of those resources. Emergency aid to HBCUs must be increased, since only 38% of students dealing with housing and/or food shortfalls received federal pandemic emergency aid through the CARES Act. With additional federal and state support, institutions could also increase staffing to help students connect to public benefits programs. Fewer than half of HBCU students experiencing basic needs insecurity were receiving any type of public benefits, and barely one in five received help from their institution to apply for the Supplemental Nutrition Assistance Program (SNAP).

This report outlines the evidence guiding these recommendations and others to support HBCUs and their students. The Hope Center is committed to acting on these data through [#RealCollegeHBCU](#), a capacity-building initiative with the Center for the Study of HBCUs that will support HBCUs to build an ecosystem of basic needs supports for their students.



Photo courtesy of Morgan State University



PAUL QUINN COLLEGE

Office of the President

January 2022

Historically Black Colleges and Universities (HBCUs) occupy a unique place in this country's history. HBCUs were founded to play a critical role in transforming four million people who were enslaved and held without access to education and wealth, into American citizens. With that as their charge, and with a basic understanding of race in this country, one does not need to be a cultural anthropologist to recognize that the path forward for these institutions and their communities, was never going to be an easy one.

The wealth gap that exists today between white and Black America has its roots in the same place as HBCUs – slavery. Slaves were not paid for their labor. Nor were they allowed to own land or accumulate wealth. As such, while generations of white families have thrived economically, those same generations of African-American families have struggled to attain even financial stability.

When this historical perspective is combined with the reality of pandemic life, we see how African-American families have been caught in a fragile state. As Thomas Paine once wrote with a different era in mind, "These are the times that try men's souls." Even for the strongest, most economically stable among us, COVID-19 has created hardships. When the strong struggle, the weak often perish.

In general, 75% of students who attend HBCUs are African-American and therefore, have some familial history with slavery. Approximately 70% of all HBCU students are eligible for Pell Grants. These baseline numbers all but guarantee that the data gathered by the #RealCollegeHBCU Report ("Report") would tell a story of economic tenuousness. Per the Report (which included the thoughts and experiences of 5,000 students from 14 HBCUs), 46% of the respondents experienced food insecurity in the prior 30 days; more than half (55%) were housing insecure in the prior 12 months; and 20% have been homeless in the past year. These numbers speak to something far greater than an HBCU problem or an African-American problem. These numbers speak to an American problem. One which if allowed to go unchecked will compromise the future of too many talented citizens. As you read this report, I challenge you to ask yourself two questions. First, what are we as a society doing so wrong that our student class is struggling on such a basic needs level? Secondly, what are we going to do to fix it?

Thank you for supporting #RealCollege. Thank you for caring.

Michael J. Sorrell, Ed.D.
President
Paul Quinn College

INTRODUCTION

The pandemic continues to rapidly change higher education. Since the pandemic began, countless college students have lost their jobs, been physically displaced, become hungry or homeless, or experienced other negative impacts.⁴ The challenges disproportionately affect students within urban communities of color, poorly resourced rural districts, and minoritized students—including many of the students that HBCUs serve.

HBCUs were established primarily in the post-Civil War era to meet the educational needs of Black Americans. There are 105 accredited public and private HBCUs located across 21 states and territories, down from over 120 in the early twentieth century.⁵ Most HBCUs are in the southeastern region of the United States.⁶ HBCUs represent just 3% of U.S. higher education institutions but enroll approximately 300,000 students, including large numbers of structurally minoritized students and Pell-eligible learners.⁷ Punching well above their weight, HBCUs produce over 20% of Black Americans' bachelor's degrees, 30% of Black engineers and scientists, 50% of Black lawyers, 80% of Black federal judges, and, most recently, the nation's first woman to serve as U.S. Vice President (Kamala Harris, Howard University graduate).⁸ They not only serve high proportions of economically disenfranchised students but facilitate the students' upward mobility.⁹

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HBCUs also generate \$14.8 billion in economic impact annually.¹⁰ They create almost 135,000 jobs in local and regional economies, including off-campus jobs produced by HBCU-related spending.¹¹ Many of these jobs are in industries (e.g., hospitality) and minority-owned businesses that have experienced extreme distress during the pandemic.¹²

The disproportionate impact of the pandemic on HBCUs and their students exacerbates pre-existing racialized inequities.¹³ Students across the country face a set of structural obstacles that drive student basic needs insecurity, including rising wealth and income inequality, declining state and federal support for higher education, rising college costs, and a weak social safety net.¹⁴ These issues, called the “new economics of college,” hit students at HBCUs especially hard.¹⁵



Photo courtesy of Morgan State University

Amid declines in federal funding for higher education, HBCUs have experienced comparatively steep cuts, compounding a long history of government disinvestment in these institutions.¹⁶ This harm is compounded as inequitable funding for HBCUs collides with the impacts of structural racism on their students. For example, HBCU students face higher rates of student debt due to the underfunding of their institutions, a paucity of need-based aid in states where HBCUs are concentrated, and discriminatory policies and practices that make it difficult for Black families to build wealth.¹⁷ Moreover, a legacy of racist policymaking has undermined the social safety net, employing ineffective work requirements to keep many Black students and their families from crucial supports.¹⁸ In other words, HBCUs and their students acutely experience the new economics of college and highlight the many ways these forces perpetuate systemic racism.

HBCUs have a long-standing commitment to meeting students' basic needs. Early histories of HBCUs vividly document how faculty and staff went above and beyond to make sure students had enough to eat, clothes to wear, and a safe place to sleep.¹⁹ Oftentimes, faculty and staff brought students to their own homes for a "home-cooked meal."²⁰ HBCU staff frequently see themselves as guardians of their institutions and students, shielding them from harm and providing necessary supports.²¹ A recent study found that basic needs insecurity was a top concern for administrators at Historically Black Community Colleges (HBCCs) dealing with the challenges of change presented by the pandemic.²²

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Even with caring individuals at the helm, there are additional opportunities to harness resources and build capacity to support basic needs work at HBCUs. To understand where resources are needed, we must first understand the basic needs of their students. This report sheds light on the extent of overlapping pandemic and basic needs challenges for students attending HBCUs to inform the work ahead.



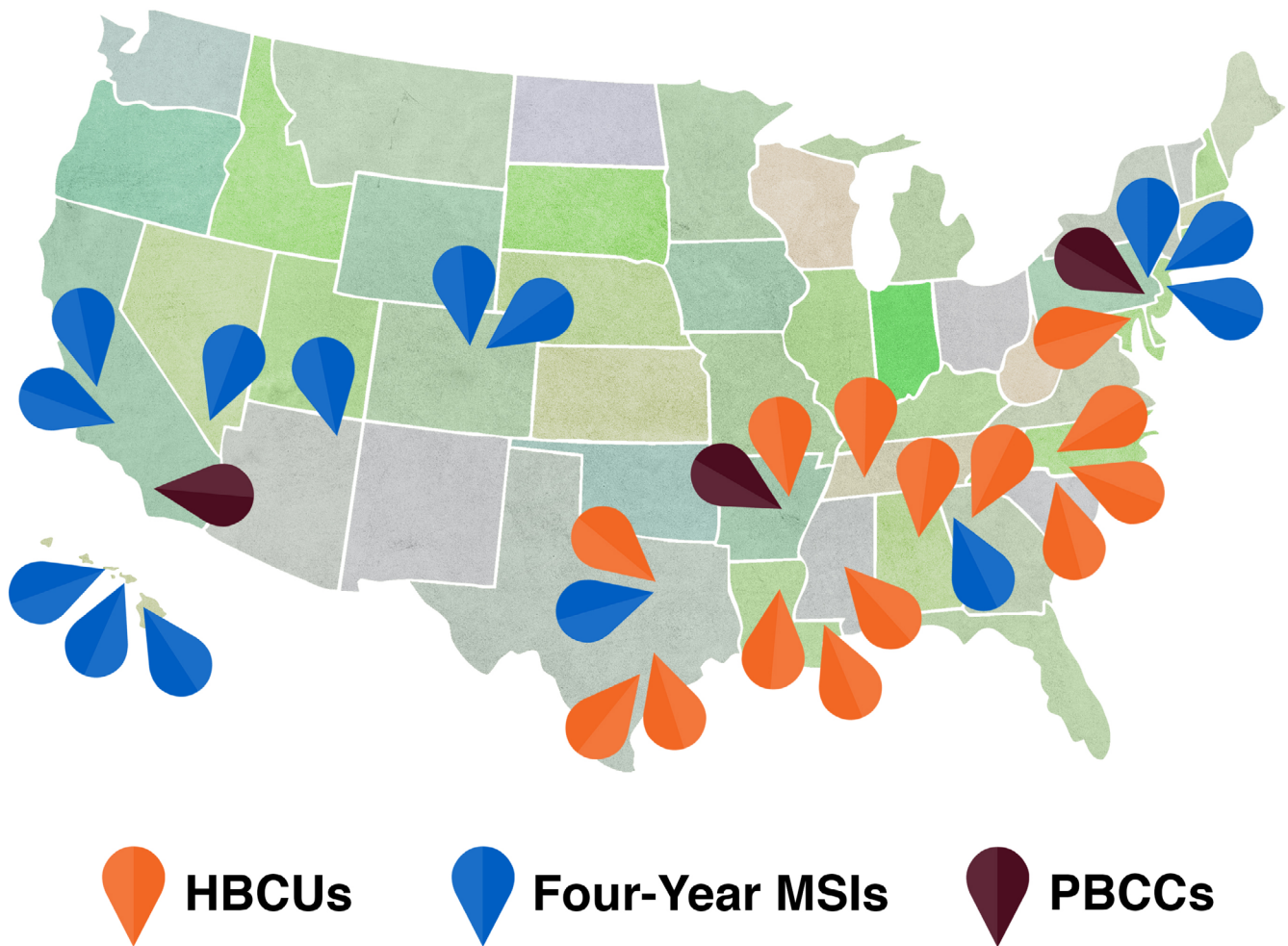
The Data

In fall 2020, 14 HBCUs fielded the #RealCollege Survey. Seven of the HBCUs that participated are public, seven are private, and all are four-year institutions. Participating institutions emailed the survey to all enrolled students between September and November 2020. In total, the survey was sent to over 56,700 HBCU students and completed by nearly 5,000 of them, yielding an estimated response rate of 8.3%. (See [web appendices](#) for more information on fielding and response rates for other institution types.)

Public HBCUs	Private HBCUs
<p>Fayetteville State University</p> <p>Grambling State University</p> <p>Jackson State University</p> <p>Morgan State University</p> <p>Prairie View A&M University</p> <p>Texas Southern University</p> <p>University of Arkansas at Pine Bluff</p>	<p>Clayton University</p> <p>Dillard University</p> <p>Johnson C. Smith University</p> <p>Lane College</p> <p>Paul Quinn College</p> <p>Spelman College</p> <p>Talladega College</p>

To contextualize and draw additional lessons from HBCU students' responses, we include comparisons to students at 14 four-year Minority Serving Institutions (MSIs) that are not HBCUs ("four-year MSIs"), as well as three Predominantly Black Community Colleges (PBCCs; Figure 1).

FIGURE 1 | MAP OF PARTICIPATING COLLEGES, BY COLLEGE TYPE



Source | [Center for the Study of MSIs MSI Directory](#), 2020 #RealCollege Survey

Notes | HBCUs = Historically Black Colleges and Universities, Four-Year MSIs = four-year Minority Serving Institutions that are not HBCUs, PBCCs = two-year Predominantly Black Institutions. For more information on institution types, refer to the "Defining Institution Types" section. Percentages were rounded to the nearest whole number.

Like HBCUs, other types of MSIs serve large numbers of students from marginalized racial and ethnic backgrounds and Pell-eligible students, meaning that the students attending these institutions may face some broadly similar challenges (see [web appendices](#) for background information on survey respondents at each of the three institution types). However, four-year MSIs and PBCCs differ from HBCUs in important ways. They have different institutional histories and missions, do not always share HBCUs' core commitment to educating Black students, and have not experienced government under-funding to the same extent. Moreover, most four-year MSIs do not serve large numbers of Black students similar to HBCUs; they primarily serve students from other marginalized racial and ethnic backgrounds, like Latinx, Asian, and Indigenous students. Like HBCCs, PBCCs serve relatively large shares of Black students at two-year institutions. However, all HBCUs represented in these data are four-year institutions, which operate differently and often have different priorities than two-year institutions. These important contextual differences must be kept in mind when comparing data between institution types.

DEFINING INSTITUTION TYPES

HBCUs (Historically Black Colleges and Universities):

According to the Center for the Study of MSIs, “HBCUs are colleges and universities founded before 1964 and were originally intended to provide higher education to African American communities.”²³ There are 105 HBCUs, including 12 Historically Black Community Colleges (HBCCs), which are two-year institutions.²⁴ All 14 HBCUs represented in our data are four-year institutions.

Four-year MSIs (Minority-Serving Institutions):

In this report, “four-year MSIs” refers to four-year minority serving institutions that are not HBCUs.²⁵ Our data includes students attending 14 four-year MSIs. Most of those institutions are Asian American Native American Pacific Islander-Serving Institutions (AANAPISIs), Alaska Native-Serving and Native Hawaiian-Serving Institutions (ANNHs), Hispanic-Serving Institutions (HSIs), and/or Tribal Colleges and Universities (TCUs). We also have one four-year Predominantly Black Institution (PBI).

PBCCs (Predominantly Black Community Colleges):

In this report, “Predominantly Black Community Colleges” refers to two-year PBIs. PBIs are distinct from HBCUs and defined not by their history or mission but by the composition of their student body. At PBIs, “undergraduate students who identify as Black make up at least 40% of total enrollment and students who identify as low-income and/or first-generation college students make up at least 30% of total enrollment.”²⁶ Our data includes students attending three PBCCs.

What are Students' Basic Needs?

The Hope Center defines **student basic needs** as access to the following: nutritious and sufficient food; safe, secure, and adequate housing (to sleep, study, cook, and shower); healthcare to promote sustained mental and physical well-being; affordable technology and transportation; resources for personal hygiene care; and childcare and related needs.²⁷

Basic needs insecurity refers to the experience of not having access to the necessities listed above. Basic needs insecurity is considered a structural problem, not an individual flaw; it means that there is not an ecosystem in place to ensure that students' basic needs are being met. **Basic needs security** means an ecosystem to meet student basic needs is in place.

The 2020 #RealCollege Survey focused on three types of basic needs insecurity:



Food insecurity is the limited or uncertain availability of nutritionally adequate and safe food, or the ability to acquire such food in a socially acceptable manner.²⁸ The most extreme form is often accompanied by physiological sensations of hunger. The 2020 #RealCollege Survey assessed food security among students using the U.S. Department of Agriculture's (USDA) 18-item set of questions.²⁹



Housing insecurity encompasses a broad set of challenges that prevent someone from having a safe, affordable, and consistent place to live.³⁰ Housing insecurity among students is assessed with a nine-item set of questions developed by The Hope Center that looks at factors such as the ability to pay rent or utilities and the need to move frequently.



Homelessness means that a person does not have a fixed, regular, and adequate place to live. In alignment with the McKinney-Vento Homeless Assistance Act, students are considered homeless if they identified experiencing homelessness or identified living in conditions that are signs of homelessness (for instance, in a shelter, temporarily with a relative, or in a space not meant for human habitation).³¹ Using a more inclusive definition of homelessness is critical to supporting students, as students in both groups often experience comparable challenges.³²

Rates of “any basic needs insecurity” presented reflect students experiencing food insecurity, housing insecurity, and/or homelessness. While the measures presented here look at basic needs during distinct periods—the prior month for food insecurity and the prior year for housing insecurity and homelessness—basic needs insecurity is fluid, and students' experiences with basic needs may change over time.³³

IMPACTS OF THE PANDEMIC ON HBCU STUDENTS

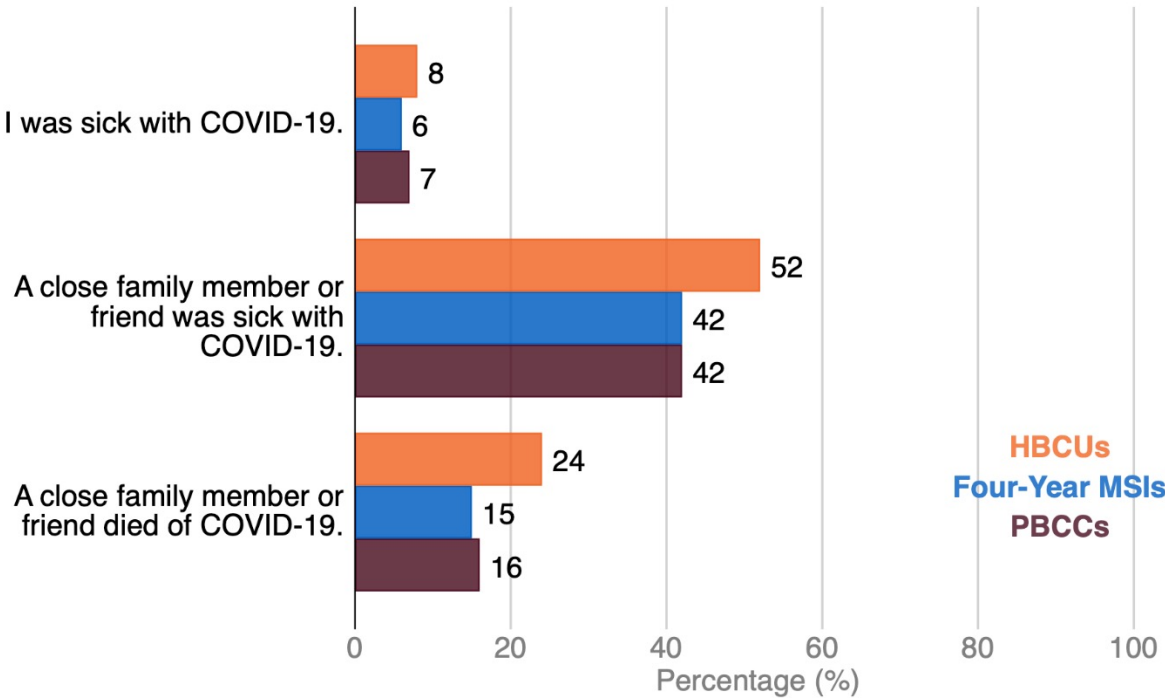
This section of the report looks back on the specific challenges students at HBCUs faced in fall 2020. Over half a year into a global pandemic, students reflected on their health, employment, and families in the context of the pandemic.

Health

Studies across the nation have demonstrated wide racial and ethnic disparities in COVID-19 infections, hospitalizations, and deaths. COVID-19 has disproportionately affected Black, Latinx, Indigenous, and multiracial people.³⁴ Reflecting these national trends, students at HBCUs experienced COVID-19 infections and deaths in their immediate social circles much more frequently than other college students. Over half of HBCU survey participants had a close friend or family member contract COVID-19, a rate 10 percentage points higher than their peers at four-year MSIs and PBCCs (Figure 2). Additionally, nearly a quarter of HBCU students lost a loved one to COVID-19, and 8% reported being sick with the disease themselves. With the pandemic still raging, these numbers are likely higher today.³⁵ Colleges must support HBCU students who deal with these challenges, particularly considering emerging knowledge about persistent long-term effects of COVID-19 and associations between self-reported COVID-19 infections, food security, and mental health.³⁶

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FIGURE 2 | PERSONAL EXPERIENCES WITH COVID-19, BY INSTITUTION TYPE



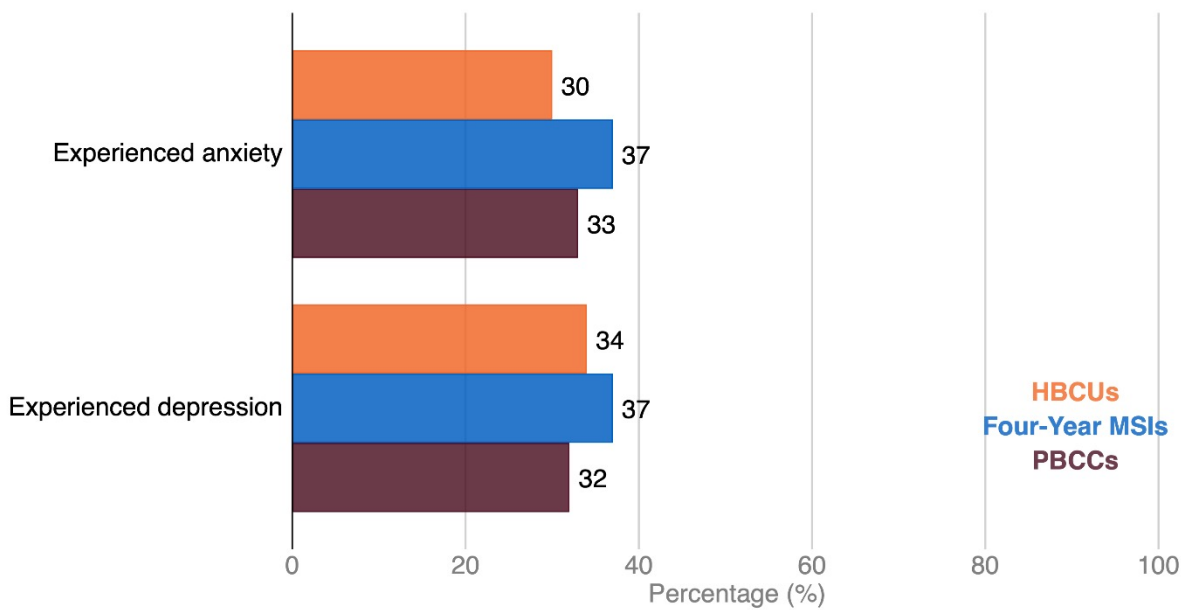
Source | 2020 #RealCollege Survey

Notes | Experiences with COVID-19 are not mutually exclusive. HBCUs = Historically Black Colleges and Universities, Four-Year MSIs = four-year Minority Serving Institutions that are not HBCUs, PBCCs = two-year Predominantly Black Institutions. For more information on institution types, refer to the “Defining Institution Types” section. Percentages were rounded to the nearest whole number.

HBCU students struggled with mental health challenges during the pandemic. An April 2021 survey commissioned by the United Negro College Fund (UNCF), the Center for Responsible Lending, and the Center for Community Capital at the University of North Carolina at Chapel Hill found that 44% of Black respondents attending HBCUs said “stress about the pandemic has impacted my grades.”³⁷

Underreporting of mental health challenges presents difficulties in interpreting mental health data, particularly for Black survey respondents for many reasons, including perceptions of social stigma.³⁸ Even so, survey results can provide a meaningful, likely low-end estimation of mental health at HBCUs. In the #RealCollege Survey, three in ten students at HBCUs experienced anxiety, while 34% experienced depression (Figure 3). These rates were similar to those for students at PBCCs and slightly lower than students at four-year MSIs. The high rates of anxiety and depression across all types of institutions deserve additional attention.

FIGURE 3 | ANXIETY AND DEPRESSION, BY INSTITUTION TYPE



Source | 2020 #RealCollege Survey

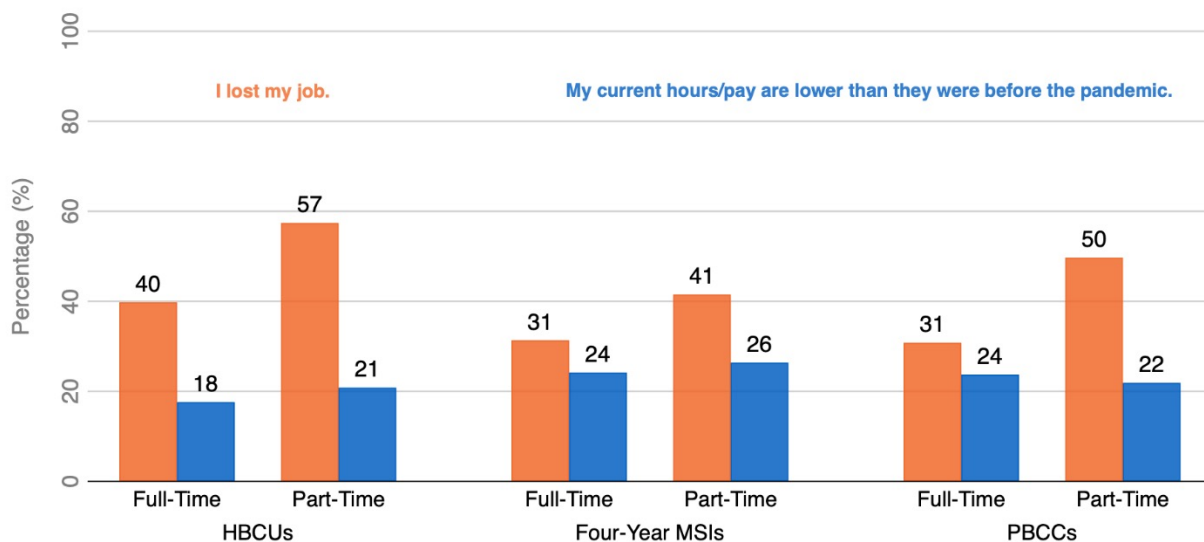
Notes | Students “experienced anxiety” by indicating they experienced moderate to severe anxiety in the prior two weeks; students “experienced depression” by indicating they experienced moderate, moderately severe, or severe levels of depression in the prior two weeks. For more details on measures of anxiety and depression used in this report, refer to the [web appendices](#). Experiences with anxiety and depression are not mutually exclusive. HBCUs = Historically Black Colleges and Universities, Four-Year MSIs = four-year Minority Serving Institutions that are not HBCUs, PBCCs = two-year Predominantly Black Institutions. For more information on institution types, refer to the “Defining Institution Types” section. Percentages were rounded to the nearest whole number.

Employment

Amid widespread layoffs and furloughs happening across the country at the start of the pandemic, Black, Latinx, and other workers of color were disproportionately impacted.³⁹ Prior research by The Hope Center showed that many college students lost their jobs or experienced cuts to pay or hours in the early months of the pandemic—with Black students being among the hardest hit.⁴⁰ As of fall 2021, national unemployment rates remained higher than before the pandemic and continued to show deep racial and ethnic inequalities.⁴¹

Compared to those at four-year MSIs and PBCCs, more HBCU survey respondents had lost their primary job by fall 2020 (Figure 4). Fifty-seven percent of HBCU students whose primary job before the pandemic was part-time and 40% whose primary job was full-time lost their job. An additional one-in-five experienced reduced pay or hours.

FIGURE 4 | CHANGES IN STUDENT EMPLOYMENT DURING THE PANDEMIC, BY PRE-PANDEMIC JOB STATUS AND INSTITUTION TYPE



Source | 2020 #RealCollege Survey

Notes | Results are among students who had at least one job before the pandemic. Students with full-time employment worked 35 or more hours a week, and students with part-time employment worked less than 35 hours a week. HBCUs = Historically Black Colleges and Universities, Four-Year MSIs = four-year Minority Serving Institutions that are not HBCUs, PBCCs = two-year Predominantly Black Institutions. For more information on institution types, refer to the “Defining Institution Types” section. Percentages were rounded to the nearest whole number.

Families

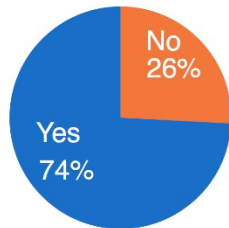
Nationally, one-third of all Black students and two-in-five Black female students are parents.⁴² Black parenting students face among the highest levels of student debt because of the racial wealth gap, greater financial responsibilities for students with children, and inaccessible and inadequate financial aid.⁴³ About one-in-five HBCUs offer on-campus childcare for students’ children, a critical resource for

parenting students' success.⁴⁴ In an era of pandemic-related school and daycare closures, many parents across the country, especially mothers, spent more time on childcare.⁴⁵ Many parenting students at HBCUs navigated these responsibilities at the time they took the #RealCollege Survey, as did students caring for other members of their household.

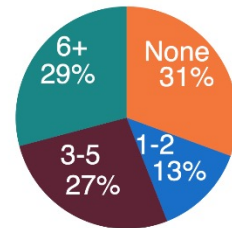
Of the approximately 600 parenting students at HBCUs who participated in the survey (most of whom were female), 74% had to help a child in their home with school while attending classes in spring 2020 (Figure 5).⁴⁶ By fall 2020, 71% spent 40 hours or more each week caring for a child. For those who used or needed childcare, that service came with its own challenges. Approximately two-thirds of parenting students at HBCUs missed at least 1 day of work or class in spring 2020 because of childcare arrangements. Furthermore, only one-fifth of parenting students said that they could afford childcare. Parenting students at four-year MSIs and PBCCs generally experienced similar or slightly higher rates of these challenges compared to their peers at HBCUs (not shown; see [web appendices](#)).

FIGURE 5 | CHALLENGES FACED BY PARENTING STUDENTS AT HBCUs

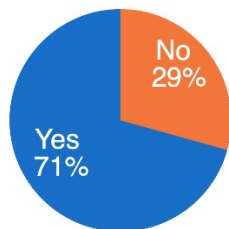
In spring 2020, I had to help children in my home with their schooling while attending classes.



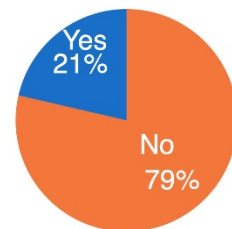
In spring 2020, approximately how many days did you miss work/class because of childcare arrangements?



I spend at least 40 hours a week caring for a child (Fall 2020).



I can afford to pay for childcare (Fall 2020).



Source | 2020 #RealCollege Survey

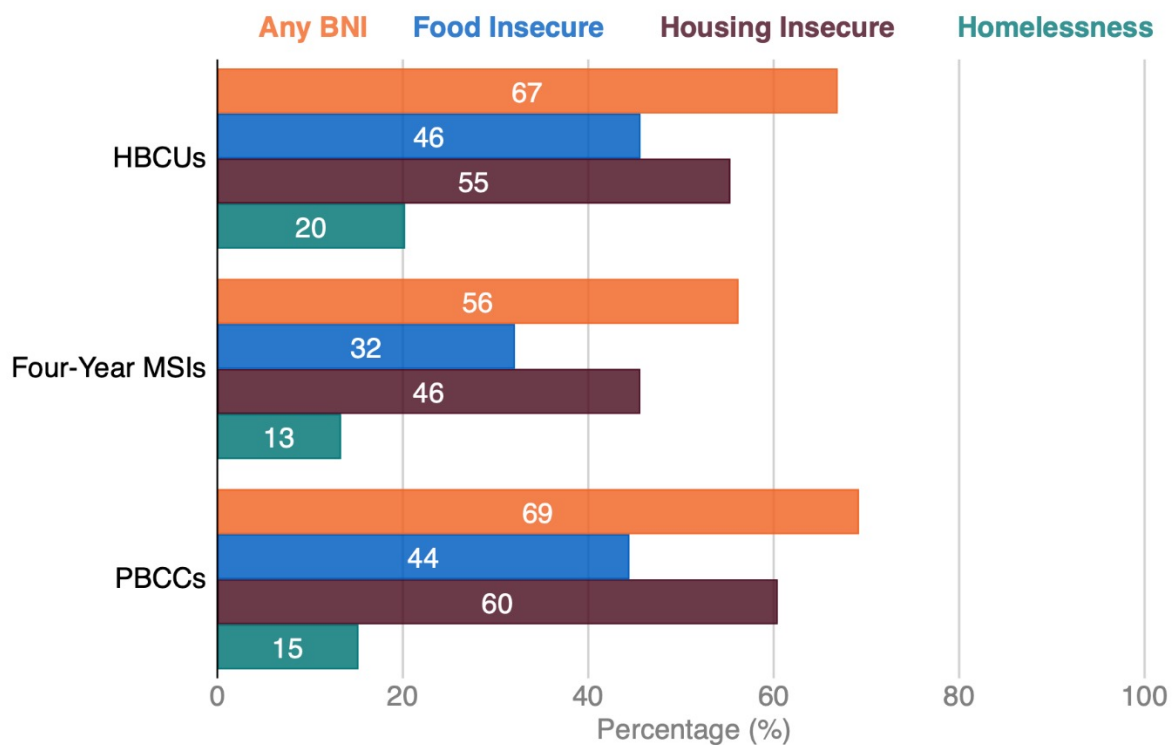
Notes | All results in this figure are among parenting students attending HBCUs, and results for questions about the spring 2020 term are limited to students who were enrolled in that term. Days absent due to childcare and childcare affordability are among those who reported that they need, use, or plan to use childcare. A parenting student is a parent, primary caregiver, or guardian (legal or informal) of any children in or outside their household. Cumulative percentages may not add up to 100 due to rounding.

BASIC NEEDS INSECURITY AT HBCUS

Amid heightened challenges, students at HBCUs struggled with basic needs insecurity—specifically food insecurity, housing insecurity, and homelessness.⁴⁷ While few studies have investigated basic needs insecurity at HBCUs, existing research shows that rates of food insecurity at HBCUs are similar to or higher than those at other colleges and universities.⁴⁸ In a recent study focused on student debt, 44% of Black borrowers currently enrolled at HBCUs reported that they skipped meals because they didn't have enough money for food.⁴⁹ Often, students experiencing basic needs insecurity face difficult choices of which bills to pay—food or rent? Tuition or internet? In addition to students' wellbeing, basic needs insecurity affects academic success.⁵⁰ This section dives into the scope of basic needs insecurity at HBCUs and investigates which students are most likely to experience these challenges.

Two-thirds of the HBCU survey participants experienced at least one form of basic needs insecurity (Figure 6). Forty-six percent experienced food insecurity in the prior 30 days, 55% experienced housing insecurity in the past year, and 20% experienced homelessness in the past year. Students at HBCUs had higher rates of basic needs insecurity compared with their peers at four-year MSIs. Compared to students at PBCCs, students at HBCUs experienced food insecurity and homelessness slightly more often, yet experienced housing insecurity less often.

FIGURE 6 | BASIC NEEDS INSECURITY, BY INSTITUTION TYPE

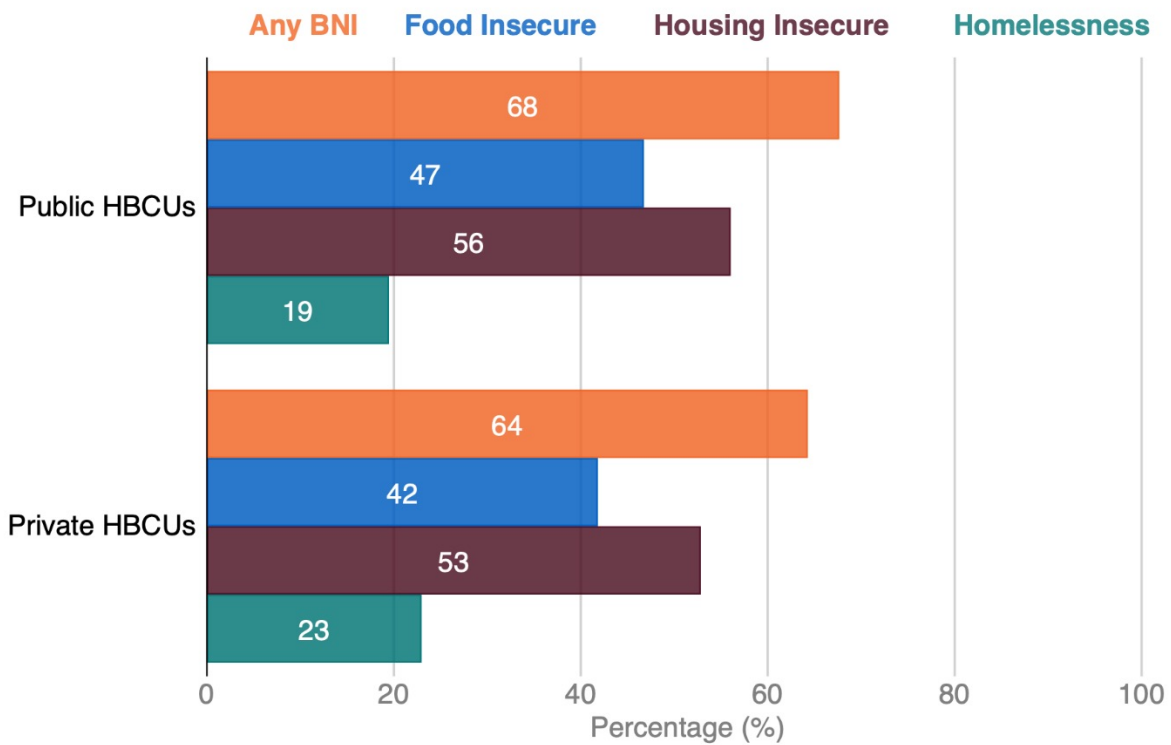


Source | 2020 #RealCollege Survey

Notes | Students experiencing “any basic needs insecurity” is defined as students who experienced food insecurity in the past 30 days, or housing insecurity or homelessness within the last year. For more details on how each measure of basic needs insecurity was created, refer to the [web appendices](#). HBCUs = Historically Black Colleges and Universities, Four-Year MSIs = four-year Minority Serving Institutions that are not HBCUs, PBCCs = two-year Predominantly Black Institutions. For more information on institution types, refer to the “Defining Institution Types” section. Percentages were rounded to the nearest whole number.

Students attending public HBCUs experienced food insecurity and housing insecurity at higher rates than their peers at private HBCUs (Figure 7). For example, students at public HBCUs were more likely to skip a meal, worry that their food would run out before there was money to buy more, or not pay the full amount of their rent, mortgage, or utilities, compared to students at private HBCUs (not shown; see [web appendices](#)). Conversely, more students at private HBCUs experienced homelessness than those at public HBCUs. Consistent with past studies, the greatest share of students experiencing homelessness temporarily stayed with a friend or relative (not shown; see [web appendices](#)).⁵¹ At a time when campus closures affected college students throughout the country, 13% of public HBCU students and 16% of private HBCU students who participated in the survey had moved three or more times in the past year (not shown; see [web appendices](#)).⁵²

FIGURE 7 | BASIC NEEDS INSECURITY AT HBCUs, BY SECTOR

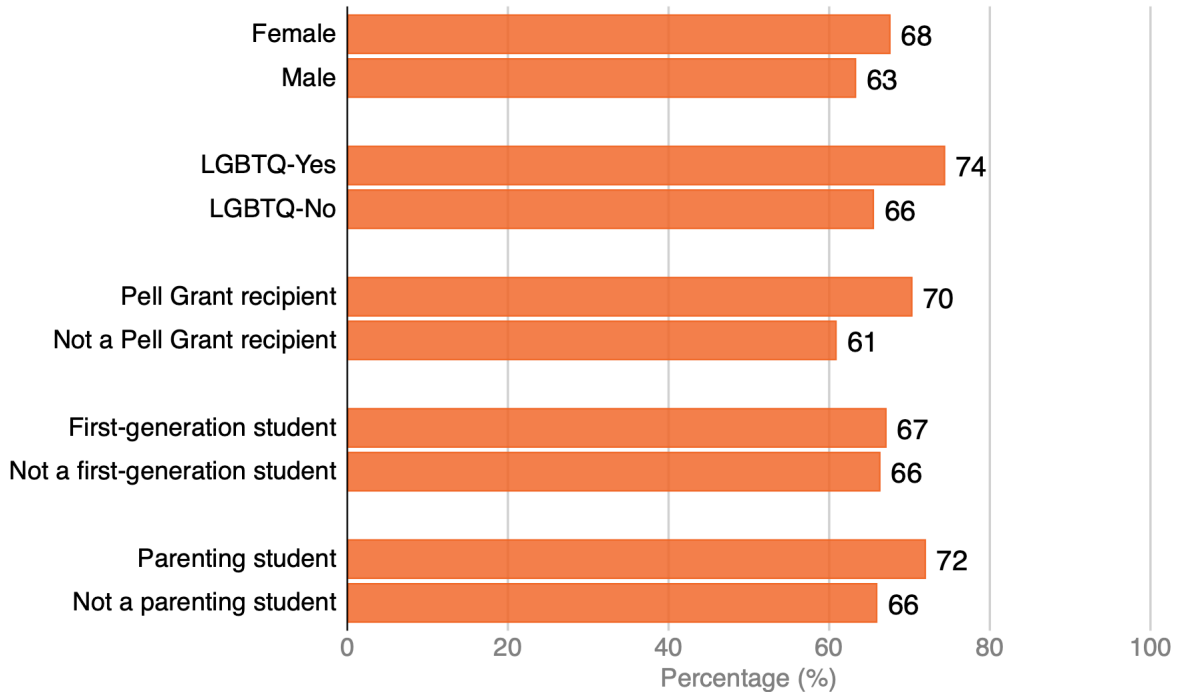


Source | 2020 #RealCollege Survey

Notes | Students experiencing “any basic needs insecurity” is defined as students who experienced food insecurity in the past 30 days or housing insecurity or homelessness within the last year. For more details on how each measure of basic needs insecurity was created, refer to the [web appendices](#). Percentages were rounded to the nearest whole number.

Basic needs insecurity disproportionately impacts specific populations of HBCU students. Female students experienced basic needs insecurity more often than male students (Figure 8). Similarly, LGBTQ students, students who receive a Pell Grant, and parenting students experienced basic needs insecurity more often than their peers who did not identify with those identities and experiences. Unlike at other institutions, we do not see a notable difference between the rates of basic needs insecurity for first-generation and continuing-generation students at HBCUs.⁵³ The rate of basic needs insecurity among students who do not receive a Pell Grant is also much higher at HBCUs than in past Hope Center work.⁵⁴

FIGURE 8 | DISPARITIES IN BASIC NEEDS INSECURITY AT HBCUs, BY GENDER, LGBTQ STATUS, PELL GRANT STATUS, FIRST GENERATION STATUS, AND PARENTING STATUS



Source | 2020 #RealCollege Survey

Notes | Classifications of gender identity are not mutually exclusive. Students could self-identify with multiple classifications. Students who reported as self-identifying as lesbian, gay, bisexual, transgender, nonbinary/third gender, or preferred to self-describe their gender identity or sexual orientation are classified as LGBTQ. Students experiencing “any basic needs insecurity” were defined as students who experienced food insecurity in the past 30 days or housing insecurity or homelessness within the last year. For more details on how each measure of basic needs insecurity was created, refer to the [web appendices](#). Percentages were rounded to the nearest whole number.

UTILIZATION OF SUPPORTS

HBCU students need well-resourced and accessible support programs. Even with resource constraints, their colleges and universities can begin to close the gap between students' needs and use of services. During the pandemic, HBCUs have used an influx of federal relief funding and philanthropic giving in creative ways to support students.⁵⁵ Fisk University distributed over \$500,000 in emergency aid to their students from the first two federal relief packages alone.⁵⁶ More than 20 HBCUs used federal relief funds to cover students' institutional account balances for tuition, fees, and room and board—balances that often must be paid to enroll for subsequent semesters.⁵⁷ Elizabeth City State University cleared unpaid balances for all student accounts from fall 2020 and spring 2021 semesters so that students who stopped out of college during the pandemic could re-enroll.⁵⁸ Delaware State University used funding from the federal Higher Education Emergency Relief Fund (HEERF) to pay off student debt for graduating seniors who faced financial hardship during the pandemic.⁵⁹ Other institutions, like Dillard University, Howard University, and North Carolina A&T State University used funds from private donors to support students with tuition and fees.⁶⁰ All colleges and universities, not only HBCUs or other MSIs, can learn from these practices.

This section reviews supports available to HBCU students experiencing basic needs insecurity in fall 2020.

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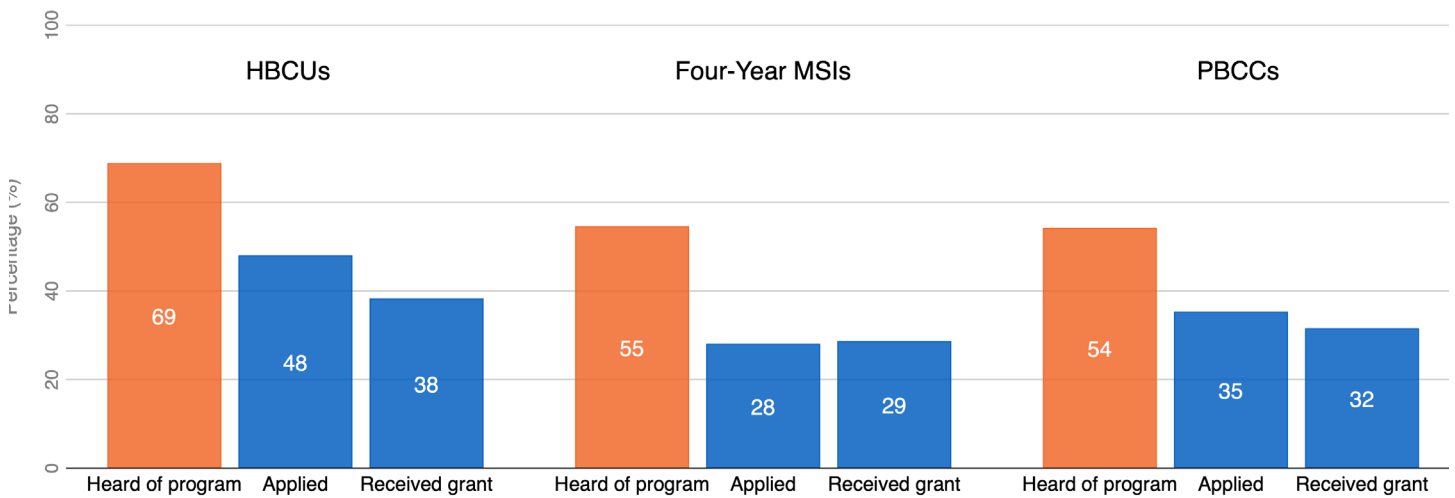
Emergency Aid

Emergency aid typically takes the form of small grants to help students with basic needs, such as rent, food, and other costs incurred because of unforeseen circumstances. The CARES Act, passed in March 2020, allocated \$14 billion to higher education institutions. Congress designated \$6 billion of that fund for emergency aid distributed directly to students.⁶¹



Over two-thirds of HBCU students experiencing basic needs insecurity knew about CARES emergency aid (Figure 9). Just under half of those aware of the program applied for a grant and 38% received one. Depending on how their institution distributed the aid, students did not always need to apply for emergency aid to receive it.⁶² More students at private HBCUs received CARES emergency aid than applied for it, while the opposite was true at public HBCUs (not shown; see [web appendices](#)). At all levels of interaction—hearing about it, applying for it, and receiving it—students at HBCUs who were experiencing basic needs insecurity engaged more with CARES emergency aid than their counterparts at four-year MSIs and PBCCs. The relatively high level of engagement is encouraging, though there is still room to grow.

FIGURE 9 | KNOWLEDGE OF, APPLICATION FOR, AND RECEIPT OF CARES ACT GRANTS AMONG STUDENTS EXPERIENCING BASIC NEEDS INSECURITY, BY INSTITUTION TYPE

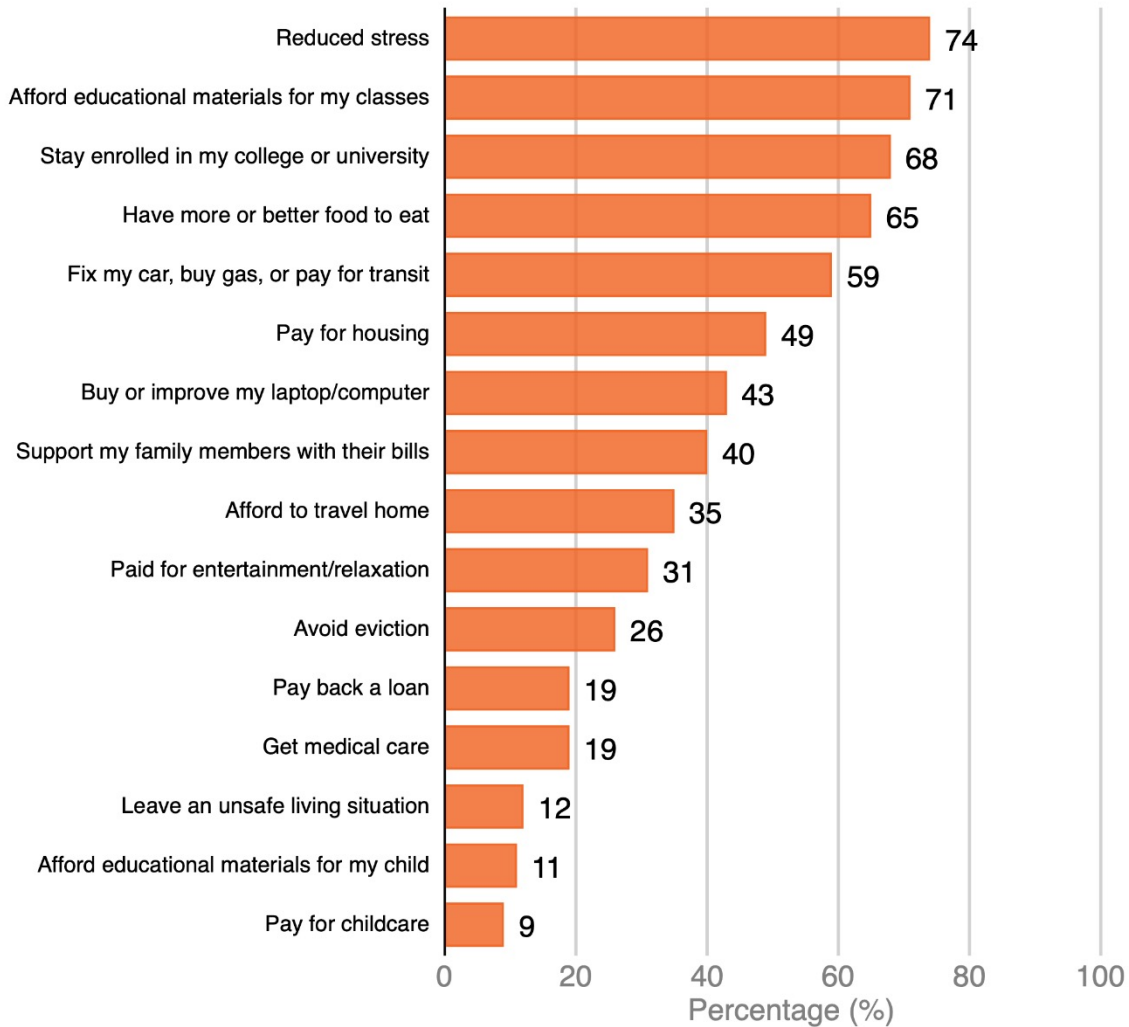


Source | 2020 #RealCollege Survey

Notes | “Applied for” and “Received” are out of those who heard of CARES Emergency Aid. All are out of those experiencing basic needs insecurity. For more details on how each measure of basic needs insecurity was created, refer to the [web appendices](#). HBCUs = Historically Black Colleges and Universities, Four-Year MSIs = four-year Minority Serving Institutions that are not HBCUs, PBCCs = two-year Predominantly Black Institutions. For more information on institution types, refer to the “Defining Institution Types” section. Percentages were rounded to the nearest whole number.

For HBCU students who received emergency aid, the flexibility of the funds was critical. Over two-thirds of HBCU students who received emergency aid said the funds helped them to reduce stress, afford educational materials, and stay enrolled at their college or university (Figure 10). Many students, especially students at public HBCUs, used funds for food, transportation, or housing (public-private comparison not shown; see [web appendices](#)). Compared to their peers at four-year MSIs and PBCCs, students at HBCUs were more than twice as likely to use emergency aid to travel home (not shown; see [web appendices](#)). Many students needed to travel far when campuses shut down at the beginning of the pandemic, and some needed to go home to care for relatives infected with COVID-19 or grieve COVID-19-related deaths.

FIGURE 10 | TOP USES OF EMERGENCY AID FUNDING AMONG HBCU STUDENTS



Source | 2020 #RealCollege Survey

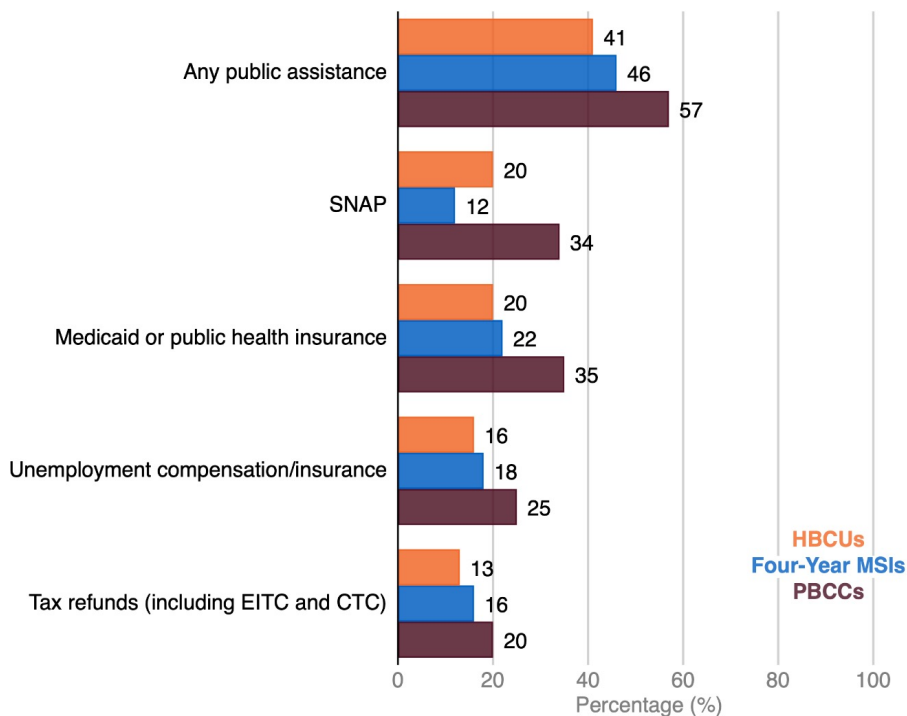
Notes | Results are among all HBCU respondents who received emergency aid, not only those experiencing basic needs insecurity. Students may have reported more than one use of emergency aid funding. Percentages were rounded to the nearest whole number.

Public Benefits

Public benefits provided by local, state, or federal government agencies provide essential support for students experiencing financial hardship. However, many public benefits (e.g., SNAP, Medicaid, and public housing) have strict eligibility criteria and complex application processes that put an undue burden on applicants—especially students.⁶³ These challenges restrict students’ access to support, and they are rooted in racist narratives, particularly about women of color.⁶⁴ Nonetheless, HBCUs have an opportunity to increase public benefits access for their students who meet eligibility criteria by raising awareness of benefits, providing referrals, and assisting with applications.

About two-in-five HBCU students with need accessed at least one public benefit (Figure 11). Students most frequently used Medicaid, SNAP, unemployment insurance, and tax refunds. More students at HBCUs utilized SNAP, an especially key support for alleviating food insecurity, than their counterparts at four-year MSIs.⁶⁵ Meanwhile, PBCCs had a far higher share of students with need enrolled in SNAP and/or Medicaid, compared to both HBCUs and four-year MSIs.

FIGURE 11 | USE OF PUBLIC BENEFITS AMONG STUDENTS EXPERIENCING BASIC NEEDS INSECURITY, BY INSTITUTION TYPE



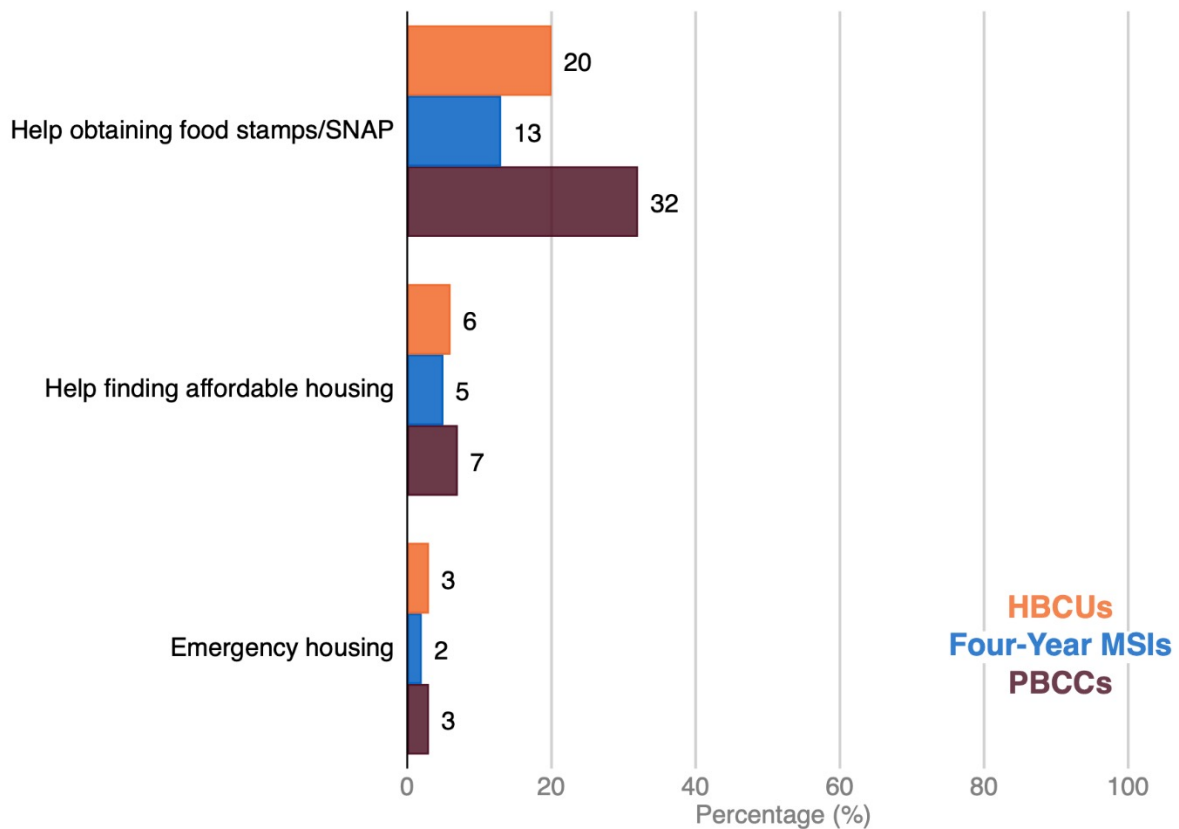
Source | 2020 #RealCollege Survey

Notes | SNAP = Supplemental Nutrition Assistance Program, EITC = Earned Income Tax Credit, CTC = Child Tax Credit. Students experiencing “basic needs insecurity” is defined as students who experienced food insecurity in the past 30 days, or housing insecurity or homelessness within the last year. For results on additional types of public benefits, as well as how measures of basic needs insecurity were created, see [web appendices](#). HBCUs = Historically Black Colleges and Universities, Four-Year MSIs = four-year Minority Serving Institutions that are not HBCUs, PBCCs = two-year Predominantly Black Institutions. For more information on institution types, refer to the “Defining Institution Types” section. Percentages were rounded to the nearest whole number.

Other Campus Supports

HBCU students experiencing basic needs insecurity did not often use other types of campus supports, which points to further opportunities for increased assistance. One-in-five HBCU students experiencing basic needs insecurity had help from their college applying for SNAP (Figure 12). Mirroring the patterns of SNAP utilization, HBCU students received help at a rate greater than four-year MSI students and a lower rate than PBCC students. Few students received help finding affordable housing or emergency housing from their college.

FIGURE 12 | USE OF CAMPUS SUPPORTS AMONG STUDENTS EXPERIENCING BASIC NEEDS INSECURITY, BY INSTITUTION TYPE

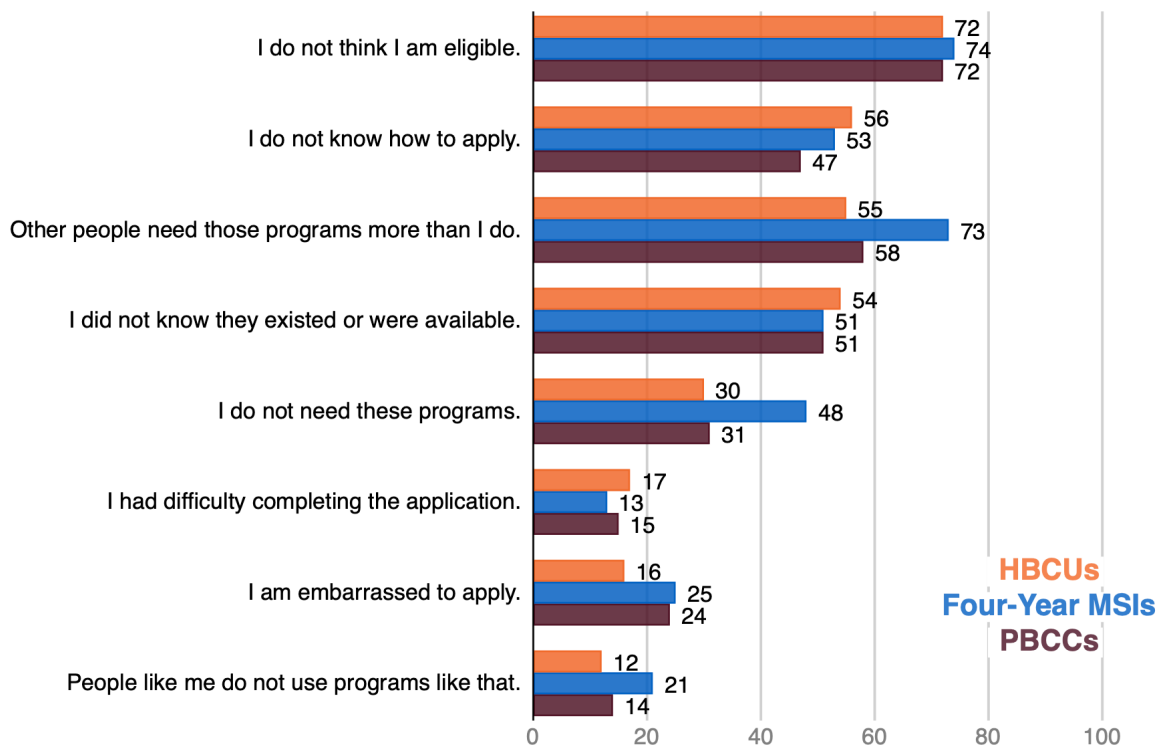


Source | 2020 #RealCollege Survey

Notes | Students may have indicated uses of one or multiple campus supports. Rates of using supports are among students experiencing any basic needs insecurity; students experiencing “basic needs insecurity” is defined as students who experienced food insecurity in the past 30 days, or housing insecurity or homelessness within the last year. For more details on how each measure of basic needs insecurity was created, refer to the [web appendices](#). HBCUs = Historically Black Colleges and Universities, Four-Year MSIs = four-year Minority Serving Institutions that are not HBCUs, PBCCs = two-year Predominantly Black Institutions. For more information on institution types, refer to the “Defining Institution Types” section. Percentages were rounded to the nearest whole number.

HBCU students experiencing basic needs insecurity who did not utilize campus supports frequently believed they did not qualify (Figure 13). More than half simply did not know the supports existed or how to apply, while others believed that other people needed the supports more than they did. Students at HBCUs less often reported feeling embarrassed to seek out support than their peers at four-year MSIs or PBCCs. In other words, there seems to be less stigma associated with seeking out help at HBCUs compared to these other institutions, though stigma still impedes some students from seeking support.

FIGURE 13 | REASONS WHY STUDENTS EXPERIENCING BASIC NEEDS INSECURITY DID NOT USE CAMPUS SUPPORTS, BY INSTITUTION TYPE

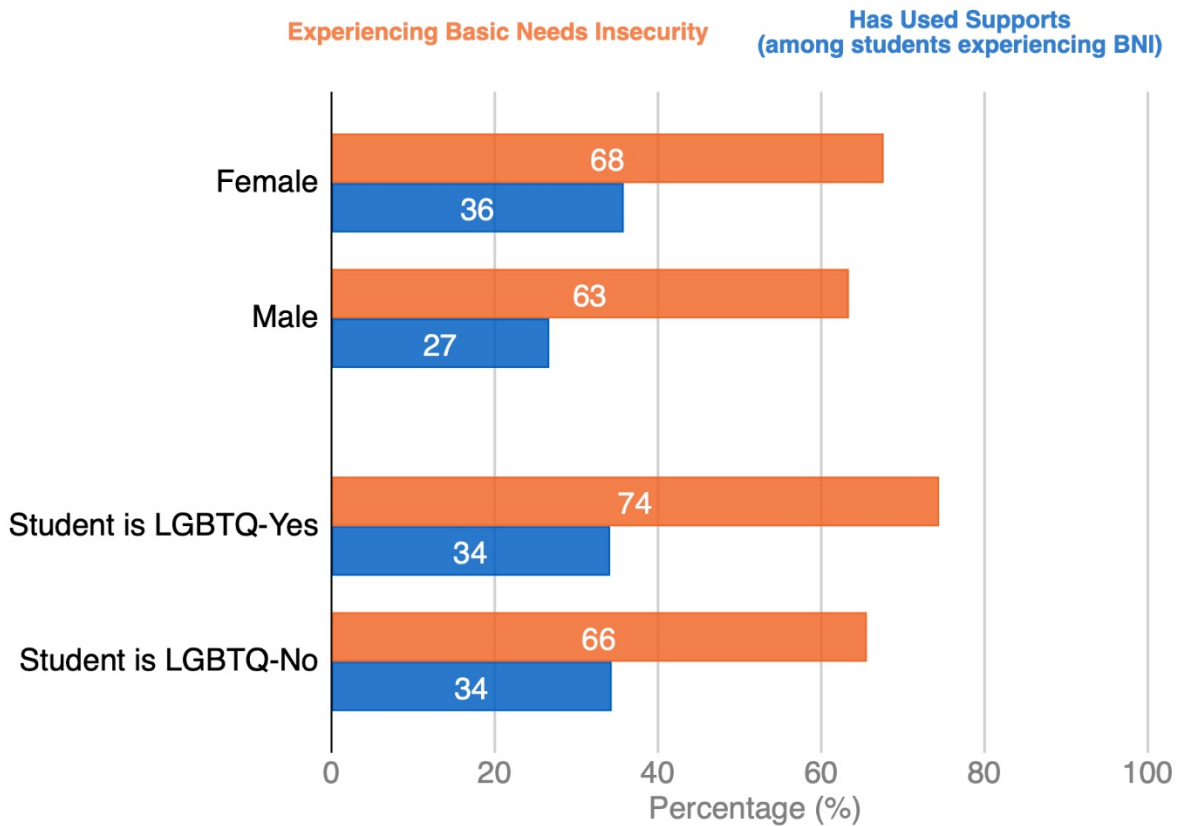


Source | 2020 #RealCollege Survey

Notes | Students may have indicated one or more reasons for not using campus supports. Results are among students experiencing basic needs insecurity; students experiencing “basic needs insecurity” is defined as students who experienced food insecurity in the past 30 days, or housing insecurity or homelessness within the last year. For more details on how each measure of basic needs insecurity was created, refer to the [web appendices](#). HBCUs = Historically Black Colleges and Universities, Four-Year MSIs = four-year Minority Serving Institutions that are not HBCUs, PBCCs = two-year Predominantly Black Institutions. For more information on institution types, refer to the “Defining Institution Types” section. Percentages were rounded to the nearest whole number.

Just as certain groups of HBCU students experience basic needs insecurity more often than others, the data shows disparities in utilization of campus supports. Only 34% of the 74% of LGBTQ students experiencing basic needs insecurity utilized campus supports—a 40 percentage point gap between need and use (Figure 14). Non-LGBTQ students have a lower gap at 32 percentage points. Similarly, although male students experienced basic needs insecurity less often than female students, male students experienced a larger gap between need and use of supports (36 percentage points compared to 32 percentage points for female students).

FIGURE 14 | DISPARITIES IN GAPS BETWEEN BASIC NEEDS INSECURITY AND USE OF ANY CAMPUS SUPPORT AMONG HBCU STUDENTS, BY GENDER AND LGBTQ STATUS



Source | 2020 #RealCollege Survey

Notes | Classifications of gender identity are not mutually exclusive. Students could self-identify with multiple classifications. Students experiencing “any basic needs insecurity” is defined as students who experienced food insecurity in the past 30 days or housing insecurity or homelessness within the last year. “Has used supports” refers to students utilizing one or more campus supports. Rates for utilization of supports are out of those experiencing any basic needs insecurity. For details on how basic needs insecurity measures were constructed, refer to the [web appendices](#). Percentages were rounded to the nearest whole number.

CONCLUSIONS AND RECOMMENDATIONS

The data are clear: students at HBCUs face formidable pandemic-related challenges and struggle to fulfill their basic needs. Students need support in meeting these challenges to help them succeed in higher education and beyond. In turn, HBCUs need far greater resources and capacity to assist their students.

In November 2021, the House of Representatives passed the Build Back Better Act, which included nearly \$10 billion in funding for HBCUs, MSIs, and HSIs to strengthen academic and student supports, administrative and fiscal capabilities, research capacity, infrastructure development, and more.⁶⁶ Lawmakers included \$500 million for grants to states to develop and expand practices that improve student outcomes, including meeting student financial and basic needs.⁶⁷ At the time of writing, the legislation has not passed the Senate. However, both the Biden Administration and Congressional leaders have acknowledged the need to reinvest substantial resources into HBCUs and begin to correct for generations of racialized underfunding of these institutions.⁶⁸ They must go further.

Recommendations For Federal Policymakers

1. Congress should expand funding for HBCUs through Title III programs and include public and private HBCUs in any federal-state partnership that plans to provide two years of tuition-free college.
2. Congress should expand funding for the newly created Basic Needs for Postsecondary Students Program, which provides competitive funding for HBCUs, MSIs, TCUs, and community colleges to build programs that address basic needs insecurity.⁶⁹
3. Federal policymakers should expand and make permanent emergency aid for students, expand SNAP benefits, and remove barriers and rules in other public benefit programs that prevent students from accessing resources to address their basic needs. See The Hope Center's [federal policy agenda](#) for additional recommendations to support the basic needs of students at HBCUs and beyond.

Recommendations for State Policymakers

1. States should increase funding for HBCUs, particularly HBCCs. Such investments are particularly important given historic and current disinvestment in HBCUs at the state as well as the federal level.⁷⁰
2. States should create and expand financial aid programs and emergency aid options for students attending HBCUs. The proposed [HBCU Opportunity Fund and related investments](#) in Virginia can serve as inspiration. So can state-level emergency aid programs like those in [Washington](#) and [Minnesota](#).
3. States should expand SNAP access by authorizing students in degree and non-degree career and technical programs at HBCCs, as well as HBCU students in programs that increase employability for low-income populations, to be eligible for SNAP benefits.

To support the sector, The Hope Center and the Center for the Study of HBCUs are launching [#RealCollegeHBCU](#), a capacity-building initiative. In its pilot phase, the initiative will support 10 HBCUs in building an ecosystem of basic needs supports. This will include training and coaching to help HBCUs secure additional financial resources, develop strategies for bridging gaps in student support, and sustain basic needs programs over time. We hope that with additional partners, this work will expand progressively to support the full sector.



Acknowledgements

We are grateful for the generous financial support provided by ECMC Foundation and The Annie E. Casey Foundation that made this report possible. The generosity of the Bill & Melinda Gates Foundation, Gates Philanthropy Partners, and the Prentice & Alline Brown Foundation, as well as the participation of over 200 colleges and universities, were invaluable to our data collection efforts for the 2020 #RealCollege Survey. We also extend our gratitude to the more than 17,600 HBCU, four-year MSI, and PBCC students who shared their #RealCollege experiences with us. #RealCollege students' experiences are foundational to understanding the realities of navigating higher education. We are endlessly grateful to the students who shared them with us.

We also want to express gratitude for our #RealCollegeHBCU Advisory Committee and their invaluable insight and guidance. Members include:

- Quanic Fullard, Program Officer, The Annie E. Casey Foundation
- Dr. Danette Howard, Senior Vice President and Chief Policy Officer, Lumina Foundation and Executive in Residence, University of Southern California Race & Equity Center
- Angela Sanchez, Senior Program Manager, Jobs for the Future
- Dr. Crystal DeGregory, Research Fellow, Center for Historic Preservation at Middle Tennessee State University and Executive Director, HBCUStory
- Ciara Terry, Spelman College undergraduate and member of The Hope Center's Student Leadership Advisory Council
- Destney Johnson, Grambling State University undergraduate
- Marco Flores, Paul Quinn College undergraduate and member of The Hope Center's Student Leadership Advisory Council
- Dr. Andrea Lewis Miller, former President of LeMoyne-Owen College
- Darryl Ann Lai Fang, Director of Institutional Support, United Negro College Fund

Many thanks to Dr. Michael Sorrell, President of Paul Quinn College, for writing the letter featured at the beginning of this report.

Many Hope Center staff contributed to this report's completion:

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- Communications: Atif Qarni, Joshua Rudolph, Lamont Speller, Nicole Hacker, Rjaa Ahmed, Sahar Siddiqi

We would also like to thank Akilah Patterson and Jennifer King for their project management work on the #RealCollegeHBCU initiative.

Finally, we deeply appreciate the images provided by [The New College Majority Photo Series](#), courtesy of the Seldin/Haring-Smith Foundation, as well as the images provided by Morgan State University. Some images in this report reflect the college experience under more normal circumstances before the pandemic began. Featured colleges have implemented safety measures on their campuses, such as facial coverings and physical distancing.

Funder Disclosure

The findings and conclusions contained within are those of the authors and do not necessarily reflect positions or policies of our funders.

Suggested Citation

Dahl, S., Strayhorn, T., Reid, M. Jr, Coca, V., & Goldrick-Rab, S. (2022, January). *Basic needs insecurity at Historically Black Colleges and Universities: A #RealCollegeHBCU report*. The Hope Center for College, Community, and Justice and the Center for the Study of HBCUs.

About The Hope Center

[The Hope Center for College, Community, and Justice at Temple University](#) is redefining what it means to be a student-ready college, with a national movement centering #RealCollege students' basic needs. Food, affordable housing, transportation, childcare, and mental health are central conditions for learning. Without those needs being met, too many students leave college in debt and/or without a degree.

To learn more about many of the report's authors, visit hope4college.com/team/. For media inquiries, contact Editorial Director, Nicole Hacker, at nicole.hacker@temple.edu.

About the Center for the Study of HBCUs

The [Center for the Study of Historically Black Colleges and Universities \(HBCUs\) at Virginia Union University](#) is a national research center with a broad outreach mission focused on the strength and sustainability of HBCUs. Our mission is achieved through four primary activities: conducting research and scholarship, convening the HBCU scholarly community, mobilizing resources, and disseminating research and scholarship broadly. The Center is dedicated to basic, applied, interdisciplinary and transdisciplinary research, and scholarly publications with the purpose of sharing information and adding to the body of scholarly knowledge.

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⁶⁹ U.S. Department of Education. (2021c, November 5). [Applications for new awards; Basic needs for postsecondary students program](#). Federal Register.

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Basic Needs Insecurity at Historically Black Colleges and Universities: A #RealCollegeHBCU Report

WEB APPENDICES

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Appendix A. Survey Methodology

SURVEY ELIGIBILITY AND PARTICIPATING COLLEGES

Together with administrators, the Hope Center fielded the #RealCollege Survey at 31 Historically Black Colleges and Universities (HBCUs), four-year Minority Serving Institutions (MSIs), and Predominantly Black Community Colleges (PBCCs) included in this report.¹ Each institution agreed to administer an online survey in the fall of 2020.

To boost response rates, a limited number of \$100 incentives were offered to randomly selected survey participants at each college. Institution staff sent a series of invitations and follow-up reminders to all enrolled students encouraging them to participate.

The Hope Center provided the email invitation language as well as hosted the survey as shown below. Upon opening the survey, students were presented with a consent form in compliance with Institutional Review Board standards. To take the survey, the student had to click continue as a record of consent and complete a minimum of the first page of the survey. Participating colleges were asked to use only the provided invitation language to ensure consistency across colleges. In order to improve survey response rates, some colleges also spread the word about the survey using text messages and social media. In these cases, they used language and materials provided by the Hope Center.

Subject: College and you, during a pandemic

From email address: [someone students “know” at YOUR COLLEGE]

[COLLEGE LETTERHEAD FOR EMAIL]

Dear [STUDENT FIRST NAME],

Let’s get real. Life is a lot right now. You’re the expert when it comes to what’s happening with your college experience. So we need your help supporting [COLLEGE OR UNIVERSITY NAME] with information it can use to help.

Share your story in the #RealCollege Survey. We asked the Hope Center for College, Community, and Justice at Temple University to help us do this because we value you. You were chosen simply because you are one of our students. In appreciation, you can win \$100 for completing the survey.

[STUDENT FIRST NAME], please get started now.

Click here to begin:

[LINK]

If the link is not working, try to copy and paste it into your web browser.

Be honest—everything you say is confidential. If you have questions about the survey, send a note to the Hope Center at hopesrvy@temple.edu.

Thank you.

[NAME AND EMAIL SIGNATURE OF PERSON SENDING EMAIL]

COLLEGE SURVEY PARTICIPANTS

Fourteen HBCUs, 14 four-year MSIs, and three PBCCs fielded the survey early in the fall 2020 term, as students enduring basic needs insecurity are at greater risk for dropping out of college later in the year. The institution types included in this report are defined as: HBCUs are Historically Black Colleges and Universities; Four-Year MSIs are Minority Serving Institutions that are not HBCUs; PBCCs are two-year Predominantly Black Institutions. For more information on how these institution types were defined, refer to the “Defining Institution Types” section of the main report.

HBCUs	Four-Year MSIs	PBCCs ²
<ul style="list-style-type: none"> • Claflin University • Dillard University • Fayetteville State University • Grambling State University • Jackson State University • Johnson C. Smith University • Lane College • Morgan State University • Paul Quinn College • Prairie View A&M University • Spelman College 	<ul style="list-style-type: none"> • California State University East Bay • California State University Northridge • Colorado State University • Concordia University Texas • Dalton State College • Diné College • Mercy College • Metropolitan State University of Denver • Nevada State College • Peirce College • University of Hawaii West Oahu 	<ul style="list-style-type: none"> • Community College of Philadelphia • Los Angeles Southwest College • University of Arkansas-Pulaski Technical College

<ul style="list-style-type: none"> • Talladega College • Texas Southern University • University of Arkansas at Pine Bluff 	<ul style="list-style-type: none"> • University of Hawaii at Hilo • University of Hawaii at Manoa • William Paterson University 	
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TABLE A-1 | CHARACTERISTICS OF PARTICIPATING HBCUs, FOUR-YEAR MSIs, AND PBCCs (WEIGHTED BY SURVEY RESPONDENTS)³

	HBCUs	Four-Year MSIs	PBCCs
N (colleges)	14	14	3
N (survey respondents)	4,709	11,300	1,678
	%	%	%
Sector			
Public	78	92	100
Private, not-for-profit	22	8	0
Region			
West	0	73	15
Midwest	0	0	0
South	88	8	14
Northeast	12	19	71
Setting			
City	60	72	85
Suburb	0	21	15
Town	40	1	0
Rural	0	6	0
Size			
Under 5,000	25	9	0
5,000 - 9,999	35	8	29
10,000 - 19,999	40	20	0
20,000 or more	0	64	71
Percent Pell			
Below 25%	0	29	0
25% - 49%	4	45	15
50% - 74%	78	25	85
75% or above	18	0	0
MSI Type			
AANAPISI	0	28	0
ANNH	0	2	0
HBCU	100	0	0

HSI	0	94	0
PBI	0	2	100
TCU	0	1	0

Source | [Integrated Postsecondary Education Data System \(2019\)](#), [Center for the Study of MSIs MSI Directory](#), #RealCollege 2020 Survey

Notes | Most of the information above reflects the characteristics of colleges as of the end of 2019, and information about MSI type reflects designations as of 2020. Cumulative percentages may not add up to 100 due to rounding error. AANAPISIs = Asian American Native American Pacific Islander-Serving Institutions; ANNHs = Alaska Native-Serving and Native Hawaiian-Serving Institutions; HSIs = Hispanic-Serving Institutions; TCUs = Tribal Colleges and Universities; PBIs = Predominantly Black Institutions. HBCUs = Historically Black Colleges and Universities, Four-Year MSIs = Four-Year Minority Serving Institutions that are not HBCUs, PBCCs = Two-Year Predominantly Black Institutions.

TABLE A-2 | CHARACTERISTICS OF PARTICIPATING HBCUs, BY SECTOR (WEIGHTED BY SURVEY RESPONDENTS)

	Public	Private
N (colleges)	7	7
N (survey respondents)	3,683	1,026
	%	%
Region		
West	0	0
Midwest	0	0
South	85	100
Northeast	15	0
Setting		
City	53	88
Suburb	0	0
Town	47	12
Rural	0	0
Size		
Under 5,000	4	100
5,000 - 9,999	45	0
10,000 - 19,999	51	0
20,000 or more	0	0
Percent Pell		
Below 25%	0	0
25% - 49%	0	19
50% - 74%	88	43
75% or above	12	38

Source | [Integrated Postsecondary Education Data System \(2019\)](#), #RealCollege 2020 Survey

Notes | The information above reflects the characteristics of colleges as of the end of 2019. Cumulative percentages may not add up to 100 due to rounding error.

STUDENT SURVEY PARTICIPANTS

Who Answered the Survey?

Most students who were sent the #RealCollege Survey did not answer it. Participating HBCUs sent survey invitations to an estimated 56,700 students and 4,709 participated, yielding an estimated response rate of 8.3%.⁴ Participating four-year MSIs sent survey invitations to approximately 142,000 students, and 11,300 participated, yielding an estimated response rate of 8.0%. Participating PBCCs sent survey invitations to approximately 23,300 students, and 1,678 participated, yielding an estimated response rate of 7.2%.

Colleges were asked to distribute the survey to all actively enrolled students in the fall of 2020. We computed responses rates using the number of survey participants divided by the number students invited to take the survey. The survey completion rate reflects the ratio at which a respondent answered all #RealCollege 2020 questions asked to all survey participants.

TABLE A-3 | STATISTICS ON RESPONSE AND COMPLETION RATES, BY INSTITUTION TYPE

	Average	Standard Deviation	Minimum	First Quartile	Second Quartile	Third Quartile	Maximum
HBCUs (Overall)							
Response rate	7	4	2	5	7	9	15
Completion rate	77	4	69	72	78	80	81
Four-Year MSIs							
Response rate	14	7	3	8	15	20	24
Completion rate	77	4	68	76	78	79	83
PBCCs							
Response rate	11	7	2	5	9	15	24

Completion rate	77	4	68	76	78	79	83
Public HBCUs							
Response rate	6	2	4	4	6	9	9
Completion rate	80	2	78	78	80	83	83
Private HBCUs							
Response rate	9	5	<1	5	9	12	16
Completion rate	83	3	77	81	84	85	87

Source | 2020 #RealCollege Survey

Notes | Participating colleges provided the number of students invited to complete the survey. Averages shown in the table are unweighted average response rates across all colleges. Percentages were rounded to the nearest whole number. HBCUs = Historically Black Colleges and Universities, Four-Year MSIs = Four-Year Minority Serving Institutions that are not HBCUs, PBCCs = Two-Year Predominantly Black Institutions.

We surveyed all students, in compliance with legal and financial restrictions, rather than draw a sample. The results may be biased—overstating or understating the problem—depending on who answered and who did not. As readers ponder this issue, consider that the survey was emailed to students, and thus they had to have electronic access to respond. The incentives provided were negligible and did not include help with their challenges. Finally, the survey was framed as being about college life, not about hunger or homelessness.

TABLE A-4 | CHARACTERISTICS OF SURVEY RESPONDENTS, BY INSTITUTION TYPE

	HBCUs %	Four-Year MSIs %	PBCCs %
Gender Identity			
Female	80	71	79
Male	19	27	20
Non-binary/Third gender	1	2	2
Prefer to self-describe	1	1	<1
Prefer not to answer	1	1	2
<i>Total respondents (N)</i>	<i>3,274</i>	<i>8,910</i>	<i>1,213</i>
<i>Non-reporting respondents (N)</i>	<i>1,435</i>	<i>2,390</i>	<i>465</i>
Transgender Identity			
Transgender	1	1	1

Non-transgender	99	98	97
Prefer not to answer	1	1	2
<i>Total respondents (N)</i>	<i>3,289</i>	<i>8,953</i>	<i>1,214</i>
<i>Non-reporting respondents (N)</i>	<i>1,420</i>	<i>2,347</i>	<i>464</i>
Sexual Orientation			
Heterosexual or straight	81	76	75
Gay or lesbian	4	4	5
Bisexual	8	12	9
Prefer to self-describe	2	3	4
Prefer not to answer	5	5	7
<i>Total respondents (N)</i>	<i>3,285</i>	<i>8,921</i>	<i>1,200</i>
<i>Non-reporting respondents (N)</i>	<i>1,424</i>	<i>2,379</i>	<i>478</i>
Racial or Ethnic Background			
White	8	56	31
Black	86	9	44
Hispanic or Latinx	8	30	18
American Indian or Alaskan Native	3	4	3
Indigenous	1	3	2
Middle Eastern or North African or Arab or Arab American	1	2	3
Southeast Asian	1	4	3
Pacific Islander or Native Hawaiian	1	2	1
Other Asian or Asian-American	2	8	7
Other	2	2	4
Prefer not to answer	2	2	3
<i>Total respondents (N)</i>	<i>3,261</i>	<i>8,909</i>	<i>1,200</i>
<i>Non-reporting respondents (N)</i>	<i>1,448</i>	<i>2,391</i>	<i>478</i>
Student is a U.S. Citizen or Permanent Resident			
Yes	96	95	96
No	4	4	3
Prefer not to answer	<1	1	1
<i>Total respondents (N)</i>	<i>3,297</i>	<i>8,976</i>	<i>1,224</i>
<i>Non-reporting respondents (N)</i>	<i>1,412</i>	<i>2,324</i>	<i>454</i>
Highest Level of Parental Education			
No diploma	7	13	16
High school diploma	20	16	25
Some college	35	26	36
Bachelor's degree or greater	34	42	18
Don't know	3	2	4
Prefer not to answer	1	1	2
<i>Total respondents (N)</i>	<i>3,293</i>	<i>8,943</i>	<i>1,217</i>

<i>Non-reporting respondents (N)</i>	1,416	2,357	461
Age			
18 to 20	46	35	26
21 to 25	31	36	22
26 to 30	7	13	17
Over 30	16	17	35
Prefer not to answer	0	0	0
<i>Total respondents (N)</i>	3,229	8,839	1,186
<i>Non-reporting respondents (N)</i>	1,480	2,461	492
Parenting Student Status			
Parenting Student	17	13	33
Non-parenting Student	83	87	67
<i>Total respondents (N)</i>	3,554	9,378	1,318
<i>Non-reporting respondents (N)</i>	1,155	1,922	360
Relationship Status			
Single	64	52	51
In a relationship	22	32	25
Married or domestic partnership	10	13	16
Divorced	2	1	3
Widowed	<1	<1	1
Prefer not to answer	3	2	4
<i>Total respondents (N)</i>	3,283	8,924	1,211
<i>Non-reporting respondents (N)</i>	1,426	2,376	467
Student is Foster Care-Involved			
Yes	2	2	5
No	97	97	93
Prefer not to answer	1	1	2
<i>Total respondents (N)</i>	3,276	8,892	1,209
<i>Non-reporting respondents (N)</i>	1,433	2,408	469
Student Served in the Military			
Yes	4	3	4
No	95	96	95
Prefer not to answer	1	1	1
<i>Total respondents (N)</i>	3,287	8,959	1,219
<i>Non-reporting respondents (N)</i>	1,422	2,341	459
Employment Status			
Employed	52	61	61
Not employed, looking	28	20	23
Not employed, not looking	20	19	16
<i>Total respondents (N)</i>	4,099	10,278	1,494
<i>Non-reporting respondents (N)</i>	610	1,022	184

Student has been Justice System-Involved			
Yes	1	2	4
No	98	97	93
Prefer not to answer	1	1	3
<i>Total respondents (N)</i>	<i>3,397</i>	<i>9,130</i>	<i>1,256</i>
<i>Non-reporting respondents (N)</i>	<i>1,312</i>	<i>2,170</i>	<i>422</i>
Disabilities and/or Medical Conditions			
Learning disability	8	14	12
Physical disability	5	4	6
Chronic illness	16	15	19
Psychological disorder	21	32	34
Other	2	2	4
No disability	62	54	50
Prefer not to answer	2	2	2
<i>Total respondents (N)</i>	<i>3,293</i>	<i>8,984</i>	<i>1,216</i>
<i>Non-reporting respondents (N)</i>	<i>1,416</i>	<i>2,316</i>	<i>462</i>
College Enrollment Status			
Full-time	74	71	36
Part-time	23	27	59
Don't know	3	2	5
<i>Total respondents (N)</i>	<i>4,612</i>	<i>11,166</i>	<i>1,625</i>
<i>Non-reporting respondents (N)</i>	<i>97</i>	<i>134</i>	<i>53</i>
Years in College			
Less than 1	23	19	27
1 to 2	27	23	40
3 or more	50	58	33
<i>Total respondents (N)</i>	<i>4,554</i>	<i>11,020</i>	<i>1,613</i>
<i>Non-reporting respondents (N)</i>	<i>155</i>	<i>280</i>	<i>65</i>
Student is Considered a Dependent			
Yes	43	40	18
No	38	45	68
Don't know	18	14	12
Prefer not to answer	1	1	2
<i>Total respondents (N)</i>	<i>3,271</i>	<i>8,898</i>	<i>1,213</i>
<i>Non-reporting respondents (N)</i>	<i>1,438</i>	<i>2,402</i>	<i>465</i>
Student is a Pell Recipient			
Yes	65	46	67
No	35	54	33
<i>Total respondents (N)</i>	<i>4,223</i>	<i>10,270</i>	<i>1,519</i>
<i>Non-reporting respondents (N)</i>	<i>486</i>	<i>1,030</i>	<i>159</i>
Level of Study			

High school equivalency/GED	2	2	4
Undergraduate degree: Associate	4	4	75
Undergraduate degree: Bachelor's	80	80	10
Graduate degree	13	12	2
Certificate or license	<1	1	5
Non-degree	3	3	13
<i>Total respondents (N)</i>	<i>4,681</i>	<i>11,262</i>	<i>1,663</i>
<i>Non-reporting respondents (N)</i>	<i>28</i>	<i>38</i>	<i>15</i>
Student is a Varsity Athlete			
Yes	6	2	<1
No	93	98	99
Prefer not to answer	1	<1	1
<i>Total respondents (N)</i>	<i>3,212</i>	<i>8,756</i>	<i>1,195</i>
<i>Non-reporting respondents (N)</i>	<i>1,497</i>	<i>2,544</i>	<i>483</i>

Source | 2020 #RealCollege Survey

Notes | Classifications of gender identity, racial and ethnic background, and disability or medical condition are not mutually exclusive. Students could self-identify with multiple classifications. Percentages of mutually exclusive groups may not add up to 100 due to rounding error. Justice system-involved is defined by whether a student has been convicted of a crime. Foster care-involved is defined by a student who is or was placed in the home of a state-certified caregiver or a family member approved by the state. A dependent is a student who does not earn sufficient income to be an independent student or who must report parental income when qualifying for federal student aid. Percentages were rounded to the nearest whole number. HBCUs = Historically Black Colleges and Universities, Four-Year MSIs = Four-Year Minority Serving Institutions that are not HBCUs, PBCCs = Two-Year Predominantly Black Institutions.

TABLE A-5 | CHARACTERISTICS OF HBCU SURVEY RESPONDENTS, BY SECTOR

	Public %	Private %
Gender Identity		
Female	79	84
Male	20	16
Non-binary/Third gender	1	1
Prefer to self-describe	1	1
Prefer not to answer	1	1
<i>Total respondents (N)</i>	<i>2,553</i>	<i>721</i>
<i>Non-reporting respondents (N)</i>	<i>1,130</i>	<i>305</i>
Transgender Identity		
Transgender	1	1
Non-transgender	99	99
Prefer not to answer	1	<1

<i>Total respondents (N)</i>	2,564	725
<i>Non-reporting respondents (N)</i>	1,119	301
Sexual Orientation		
Heterosexual or straight	82	78
Gay or lesbian	4	5
Bisexual	8	11
Prefer to self-describe	2	2
Prefer not to answer	5	4
<i>Total respondents (N)</i>	2,560	725
<i>Non-reporting respondents (N)</i>	1,123	301
Racial or Ethnic Background		
White	10	4
Black	84	95
Hispanic or Latinx	8	6
American Indian or Alaskan Native	3	3
Indigenous	2	1
Middle Eastern or North African or Arab or Arab American	1	1
Southeast Asian	1	1
Pacific Islander or Native Hawaiian	1	1
Other Asian or Asian-American	2	1
Other	2	2
Prefer not to answer	2	2
<i>Total respondents (N)</i>	2,540	721
<i>Non-reporting respondents (N)</i>	1,143	305
Student is a U.S. Citizen or Permanent Resident		
Yes	95	98
No	4	2
Prefer not to answer	<1	<1
<i>Total respondents (N)</i>	2,567	730
<i>Non-reporting respondents (N)</i>	1,116	296
Highest Level of Parental Education		
No diploma	7	6
High school diploma	19	21
Some college	36	33
Bachelor's degree or greater	34	35
Don't know	3	2
Prefer not to answer	1	1
<i>Total respondents (N)</i>	2,567	726
<i>Non-reporting respondents (N)</i>	1,116	300
Age		

18 to 20	43	58
21 to 25	31	31
26 to 30	8	3
Over 30	18	8
Prefer not to answer	0	0
<i>Total respondents (N)</i>	<i>2,516</i>	<i>713</i>
<i>Non-reporting respondents (N)</i>	<i>1,167</i>	<i>313</i>
Parenting Student Status		
Parenting Student	18	11
Non-parenting Student	82	89
<i>Total respondents (N)</i>	<i>2,761</i>	<i>793</i>
<i>Non-reporting respondents (N)</i>	<i>922</i>	<i>233</i>
Relationship Status		
Single	62	69
In a relationship	22	23
Married or domestic partnership	11	4
Divorced	2	1
Widowed	<1	<1
Prefer not to answer	3	3
<i>Total respondents (N)</i>	<i>2,561</i>	<i>722</i>
<i>Non-reporting respondents (N)</i>	<i>1,122</i>	<i>304</i>
Student is Foster Care-Involved		
Yes	2	3
No	97	96
Prefer not to answer	1	1
<i>Total respondents (N)</i>	<i>2,553</i>	<i>723</i>
<i>Non-reporting respondents (N)</i>	<i>1,130</i>	<i>303</i>
Student Served in the Military		
Yes	5	2
No	95	97
Prefer not to answer	1	<1
<i>Total respondents (N)</i>	<i>2,562</i>	<i>725</i>
<i>Non-reporting respondents (N)</i>	<i>1,121</i>	<i>301</i>
Employment Status		
Employed	50	58
Not employed, looking	29	25
Not employed, not looking	21	17
<i>Total respondents (N)</i>	<i>3,217</i>	<i>882</i>
<i>Non-reporting respondents (N)</i>	<i>466</i>	<i>144</i>
Student has been Justice System-Involved		
Yes	1	1

No	98	98
Prefer not to answer	1	1
<i>Total respondents (N)</i>	<i>2,651</i>	<i>746</i>
<i>Non-reporting respondents (N)</i>	<i>1,032</i>	<i>280</i>
Disabilities and/or Medical Conditions		
Learning disability	9	7
Physical disability	5	5
Chronic illness	16	16
Psychological disorder	21	23
Other	2	3
No disability	63	60
Prefer not to answer	2	2
<i>Total respondents (N)</i>	<i>2,565</i>	<i>728</i>
<i>Non-reporting respondents (N)</i>	<i>1,118</i>	<i>298</i>
College Enrollment Status		
Full-time	72	80
Part-time	25	15
Don't know	3	4
<i>Total respondents (N)</i>	<i>3,610</i>	<i>1,002</i>
<i>Non-reporting respondents (N)</i>	<i>73</i>	<i>24</i>
Years in College		
Less than 1	22	27
1 to 2	26	28
3 or more	51	45
<i>Total respondents (N)</i>	<i>3,560</i>	<i>994</i>
<i>Non-reporting respondents (N)</i>	<i>123</i>	<i>32</i>
Student is Considered a Dependent		
Yes	41	53
No	41	25
Don't know	17	21
Prefer not to answer	1	1
<i>Total respondents (N)</i>	<i>2,550</i>	<i>721</i>
<i>Non-reporting respondents (N)</i>	<i>1,133</i>	<i>305</i>
Student is a Pell Recipient		
Yes	63	73
No	37	27
<i>Total respondents (N)</i>	<i>3,282</i>	<i>941</i>
<i>Non-reporting respondents (N)</i>	<i>401</i>	<i>85</i>
Level of Study		
High school equivalency/GED	2	2
Undergraduate degree: Associate	4	5

Undergraduate degree: Bachelor's	78	87
Graduate degree	15	5
Certificate or license	<1	<1
Non-degree	3	3
<i>Total respondents (N)</i>	<i>3,666</i>	<i>1,015</i>
<i>Non-reporting respondents (N)</i>	<i>17</i>	<i>11</i>
Student is a Varsity Athlete		
Yes	5	11
No	95	88
Prefer not to answer	1	2
<i>Total respondents (N)</i>	<i>2,506</i>	<i>706</i>
<i>Non-reporting respondents (N)</i>	<i>1,177</i>	<i>320</i>

Source | 2020 #RealCollege Survey

Notes | Classifications of gender identity, racial and ethnic background, and disability or medical condition are not mutually exclusive. Students could self-identify with multiple classifications. Percentages of mutually exclusive groups may not add up to 100 due to rounding error. Justice system-involved is defined by whether a student has been convicted of a crime. Foster care-involved is defined by a student who is or was placed in the home of a state-certified caregiver or a family member approved by the state. A dependent is a student who does not earn sufficient income to be an independent student or who must report parental income when qualifying for federal student aid. Percentages were rounded to the nearest whole number.

Appendix B. Three Survey Measures of Basic Needs Insecurity

FOOD SECURITY

To assess food *security* in the fall of 2020, we used questions from the 18-item Household Food Security Survey Module (shown below) from the U.S. Department of Agriculture (USDA). It is important to note that while we mainly discuss *insecurity*, the standard is to measure the level of *security*, referring to those with low or very low security as “food insecure.”

Food Security Module

Adult Stage 1

1. “In the last 30 days, I worried whether my food would run out before I got money to buy more.” (Often true, Sometimes true, Never true)
2. “In the last 30 days, the food that I bought just didn’t last, and I didn’t have money to get more.” (Often true, Sometimes true, Never true)

3. “In the last 30 days, I couldn’t afford to eat balanced meals.” (Often true, Sometimes true, Never true)

If the respondent answers “often true” or “sometimes true” to any of the three questions in Adult Stage 1, then proceed to Adult Stage 2.

Adult Stage 2

4. “In the last 30 days, did you ever cut the size of your meals or skip meals because there wasn’t enough money for food?” (Yes/No)
5. *[If yes to question 4, ask]* “In the last 30 days, how many days did this happen?” (Once, Twice, Three times, Four times, Five times, More than five times)
6. “In the last 30 days, did you ever eat less than you felt you should because there wasn’t enough money for food?” (Yes/No)
7. “In the last 30 days, were you ever hungry but didn’t eat because there wasn’t enough money for food?” (Yes/No)
8. “In the last 30 days, did you lose weight because there wasn’t enough money for food?” (Yes/No)

If the respondent answers “yes” to any of the questions in Adult Stage 2, then proceed to Adult Stage 3.

Adult Stage 3

9. “In the last 30 days, did you ever not eat for a whole day because there wasn’t enough money for food?” (Yes/No)
10. *[If yes to question 9, ask]* “In the last 30 days, how many days did this happen?” (Once, Twice, Three times, Four times, Five times, More than five times)

If the respondent has indicated that children under 18 are present in the household, then proceed to Child Stage 1.

Child Stage 1

11. “In the last 30 days, I relied on only a few kinds of low-cost food to feed my children because I was running out of money to buy food.” (Often true, Sometimes true, Never true)
12. “In the last 30 days, I couldn’t feed my children a balanced meal, because I couldn’t afford that.” (Often true, Sometimes true, Never true)
13. “In the last 30 days, my child was not eating enough because I just couldn’t afford enough food.” (Often true, Sometimes true, Never true)

If the respondent answers “often true” or “sometimes true” to any of the three questions in Child Stage 1, then proceed to Child Stage 2.

Child Stage 2

14. “In the last 30 days, did you ever cut the size of your children’s meals because there wasn’t enough money for food?” (Yes/No)

15. “In the last 30 days, did your children ever skip meals because there wasn’t enough money for food?” (Yes/No)
16. [*If yes to question 15, ask*] “In the last 30 days, how often did this happen?” (1, 2, 3, 4, 5, 6, 7, 8 or more times)
17. “In the last 30 days, were your children ever hungry but you just couldn’t afford more food?” (Yes/No)
18. “In the last 30 days, did any of your children ever not eat for a whole day because there wasn’t enough money for food?” (Yes/No)

To calculate a raw score for food security, we counted the number of questions to which a student answered affirmatively.

- a. “Often true” and “sometimes true” were counted as affirmative answers.
- b. Answers of “Three times” or more were counted as a “yes.” We translated the raw score into food security levels as follows:

Food security level	Raw Score	
	18-item (children present)	18-item (no children present)
High	0	0
Marginal	1–2	1–2
Low	3–7	3–5
Very Low	8–18	6–10

HOUSING INSECURITY

To assess housing insecurity, we used a series of survey questions adapted from the national Survey of Income and Program Participation (SIPP) Adult Well-Being Module to measure students’ access to and ability to pay for safe and reliable housing.¹ In the fall of 2020, we asked students the following questions:

Housing Insecurity Module

1. “In the past 12 months, was there a rent or mortgage increase that made it difficult to pay?” (Yes/No)
2. “In the past 12 months, have you been unable to pay or underpaid your rent or mortgage?” (Yes/No)
3. “In the past 12 months, have you received a summons to appear in housing court?” (Yes/No)
4. “In the past 12 months, have you not paid the full amount of a gas, oil, or electricity bill?” (Yes/No)

5. “In the past 12 months, did you have an account default or go into collections?” (Yes/No)
6. “In the past 12 months, have you moved in with other people, even for a little while, because of financial problems?” (Yes/No)
7. “In the past 12 months, have you lived with others beyond the expected capacity of the house or apartment?” (Yes/No)
8. “In the past 12 months, did you leave your household because you felt unsafe?” (Yes/No)
9. “In the past 12 months, how many times have you moved?” (None, Once, Twice, 3 times, 4 times, 5 times, 6 times, 7 times, 8 times, 9 times, 10 or more times)

Students were considered housing insecure if they answered “yes” to any of the first eight questions or said they moved at least *three* times (question #9).

HOMELESSNESS

To measure homelessness, we asked a series of survey questions that align with the definition of homelessness dictated by the McKinney Vento Homeless Assistance Act. Please refer to pp. 31–32 in Crutchfield and Maguire (2017) for further discussion of this measure.⁵

In the fall of 2020, students were considered homeless if they answered affirmatively to question #1 OR any part of question #2 (parts e through m) in the Homelessness Module (below).

Homelessness Module

1. “In the past 12 months, have you ever been homeless?”
2. “In the past 12 months, have you slept in any of the following places? Please check all that apply.”
 - a. Campus or university housing
 - b. Sorority/fraternity house
 - c. In a rented or owned house, mobile home, or apartment (alone or with roommates or friends)
 - d. In a rented or owned house, mobile home, or apartment with my family (parent, guardian, or relative)
 - e. At a shelter
 - f. In a camper or RV
 - g. Temporarily staying with a relative, friend, or couch surfing until I find other housing
 - h. Temporarily at a hotel or motel without a permanent home to return to (not on vacation or business travel)
 - i. In transitional housing or independent living program
 - j. At a group home such as halfway house or residential program for mental health or substance abuse
 - k. At a treatment center (such as detox, hospital, etc.)

- l. Outdoor location (such as street, sidewalk, or alley; bus or train stop; campground or woods, park, beach, or riverbed; under bridge or overpass; or other)
- m. In a closed area/space with a roof not meant for human habitation (such as abandoned building; car, truck, or van; encampment or tent; unconverted garage, attic, or basement; etc.)

Appendix C. Measures of Anxiety and Depression

ANXIETY

Students' anxiety levels were assessed using a validated seven-item instrument called the Generalized Anxiety Disorder Scale (GAD-7).⁶ In the #RealCollege 2020 survey instrument, the items were separated into two sections (items 1-2 and items 3-7). The student needed to cross a certain score threshold in the first two items to progress to the remaining items. The assessment asked students about the number of times in the last two weeks – 0 days (0), 1-6 days (1), 7-12 days (2), or 13-14 days (3) – they were bothered by any of the following items:

Generalized Anxiety Disorder Scale (GAD-7) Module

1. Feeling nervous, anxious, or on edge
2. Not being able to stop or control worrying
3. Worrying too much about different things
4. Trouble relaxing
5. Being so restless that it's hard to sit still
6. Becoming easily annoyed or irritable
7. Feeling afraid as if something awful might happen

To calculate a raw score for anxiety, we counted the response score (0 to 3) for each of the questions to which a student answered. Those who indicated that they felt bothered at least some of the days were considered moderately to severely anxious.

Anxiety level	Raw Score
	Seven-item
None to minimal	0-4
Mild	5-9
Moderate	10-14
Severe	15+

DEPRESSION

Students' depression levels were assessed using a validated nine-item instrument, called the Patient Health Questionnaire (PHQ-9). In the #RealCollege 2020 survey instrument, the items were separated into two sections (items 1-2 and items 3-9). The student needed to reach a certain response threshold in the first two items to progress to the remaining items. The assessment asked students about the number of times in the last two weeks – 0 days (0), 1-6 days (1), 7-12 days (2), or 13-14 days (3) – they were bothered by any of the following items:

Patient Health Questionnaire (PHQ-9) Module

1. Little interest or pleasure in doing things
2. Feeling down, depressed, or hopeless
3. Trouble falling asleep, staying asleep, or sleeping too much
4. Feeling tired or having little energy
5. Poor appetite or overeating
6. Feeling bad about yourself—or that you're a failure or have let yourself or your family down
7. Trouble concentrating on things, such as reading the newspaper or watching television
8. Moving or speaking so slowly that other people could have noticed; or the opposite—being so fidgety or restless that you have been moving around a lot more than usual
9. Thought that you would be better off dead or hurting yourself in some way

To calculate a raw score for depression, we counted the response score (0 to 3) for each of the questions to which a student answered. Those who indicated that they felt bothered at least some of the days were considered moderately to severely depressed.

Depression level	Raw Score
	Nine-item
None to minimal	0-4
Mild	5-9
Moderate	10-14
Moderately Severe	15-19
Severe	20+

Appendix D. Detailed Tables on Data Referenced Full Report

TABLE D-1 | PERSONAL EXPERIENCES WITH COVID-19, BY INSTITUTION TYPE (FIGURE 2)

	HBCUs		Four-Year MSIs		PBCCs	
	N	%	N	%	N	%
I was sick with COVID-19.	237	8	467	6	69	7
A close friend or family member was sick with COVID-19.	1,622	52	3,192	42	429	42
A close friend or family member died of COVID-19.	742	24	1,104	15	164	16

Source | 2020 #RealCollege Survey

Notes | Experiences with COVID-19 are not mutually exclusive. HBCUs = Historically Black Colleges and Universities, Four-Year MSIs = Four-Year Minority Serving Institutions that are not HBCUs, PBCCs = Two-Year Predominantly Black Institutions. For more information on institution types, refer to the “Defining Institution Types” section within the main report. Percentages were rounded to the nearest whole number.

TABLE D-2 | ANXIETY AND DEPRESSION, BY INSTITUTION TYPE (FIGURE 3)

	HBCUs		Four-Year MSIs		PBCCs	
	N	%	N	%	N	%
Experienced anxiety	1,002	30	3,386	37	409	33
Experienced depression	1,147	34	3,323	37	403	32

Source | 2020 #RealCollege Survey

Notes | Students “experienced anxiety” by indicating they experienced moderate to severe anxiety in the prior two weeks; students “experienced depression” by indicating they experienced moderate, moderately severe, or severe levels of depression in the prior two weeks. For more details on measures of anxiety and depression used in this report, refer to the Appendix C. Experiences with anxiety and depression are not mutually exclusive. HBCUs = Historically Black Colleges and Universities, Four-Year MSIs = Four-Year Minority Serving Institutions that are not HBCUs, PBCCs = Two-Year Predominantly Black Institutions. For more information on institution types, refer to the “Defining Institution Types” section within the main report. Percentages were rounded to the nearest whole number.

TABLE D-3 | CHANGES IN STUDENT EMPLOYMENT DURING THE PANDEMIC, BY PRE-PANDEMIC JOB STATUS AND INSTITUTION TYPE (FIGURE 4)

	HBCUs		Four-Year MSIs		PBCCs	
	N	%	N	%	N	%

Part-Time Job						
I lost my job.	979	57	2,027	41	250	50
My current hours/pay are lower than they were before the pandemic.	355	21	1,288	26	110	22
Full-Time Job						
I lost my job.	436	40	867	31	209	31
My current hours/pay are lower than they were before the pandemic.	193	18	669	24	161	24
Overall						
I lost my job.	1,464	50	2,975	38	470	39
My current hours/pay are lower than they were before the pandemic.	574	20	2,017	26	280	23

Source | 2020 #RealCollege Survey

Notes | Results are among students who had at least one job before the pandemic. Students with full-time employment worked 35 or more hours a week, and students with part-time employment worked less than 35 hours a week. HBCUs = Historically Black Colleges and Universities, Four-Year MSIs = Four-Year Minority Serving Institutions that are not HBCUs, PBCCs = Two-Year Predominantly Black Institutions. For more information on institution types, refer to the “Defining Institution Types” section within the main report. Percentages were rounded to the nearest whole number.

TABLE D-4 | CHALLENGES FACED BY PARENTING STUDENTS, BY INSTITUTION TYPE (FIGURE 5)

	HBCUs		Four-Year MSIs		PBCCs	
	N	%	N	%	N	%
Homeschooling (Spring 2020)						
In spring 2020, I had to help children in my home with their schooling while attending classes.	313	74	712	82	247	85
In spring 2020, approximately how many days did you miss work/class because of childcare arrangements?						
None	41	31	79	28	27	25
1-2 days	18	13	56	20	24	22
3-5 days	36	27	68	24	28	25
6 or more days	39	29	84	29	31	28
Childcare affordability (Fall 2020)						

I can afford to pay for childcare.	37	21	97	25	34	24
Hours spent on childcare (Fall 2020)						
I spend at least 40 hours a week caring for a child.	420	71	887	73	348	80

Source | 2020 #RealCollege Survey

Notes | All results in this figure are among parenting students, and results for questions about the spring 2020 term are limited to students who were enrolled in that term. Days absent due to childcare and childcare affordability are among those who reported that they need, use, or plan to use childcare. A parenting student is a parent, primary caregiver, or guardian (legal or informal) of any children in or outside their household. Cumulative percentages may not add up to 100 due to rounding. Percentages were rounded to the nearest whole number.

TABLE D-5 | BASIC NEEDS INSECURITY, BY INSTITUTION TYPE (FIGURE 6)

	HBCUs		Four-Year MSIs		PBCCs	
	N	%	N	%	N	%
Any BNI	2,822	67	5,860	56	1,049	69
Food insecurity	1,848	46	3,267	32	655	44
Housing insecurity	2,329	55	4,754	46	915	60
Homelessness	837	20	1,370	13	226	15

Source | 2020 #RealCollege Survey

Notes | Students experiencing “any basic needs insecurity” is defined as students who experienced food insecurity in the past 30 days, or housing insecurity or homelessness within the last year. For more details on how each measure of basic needs insecurity was created, refer to Appendix B. HBCUs = Historically Black Colleges and Universities, Four-Year MSIs = four-year Minority Serving Institutions that are not HBCUs, PBCCs = two-year Predominantly Black Institutions. For more information on institution types, refer to the “Defining Institution Types” section within the main report. Percentages were rounded to the nearest whole number.

TABLE D-6 | BASIC NEEDS INSECURITY AT HBCUs (FIGURE 7)

	Public		Private	
	N	%	N	%
Any BNI	2,219	68	603	64
Food insecurity	1,470	47	378	42
Housing insecurity	1,835	56	494	53
Homelessness	626	19	211	23

Source | 2020 #RealCollege Survey

Notes | Students experiencing “any basic needs insecurity” is defined as students who experienced food insecurity in the past 30 days or housing insecurity or homelessness within the last year. For more details on how each measure of basic needs insecurity was created, refer to Appendix B. Percentages were rounded to the nearest whole number.

TABLE D-7 | LEVEL OF FOOD SECURITY, BY INSTITUTION TYPE (PAGE 14)

	HBCUs		Four-Year MSIs		PBCCs	
	N	%	N	%	N	%
High	1,709	42	5,507	54	591	40
Marginal	492	12	1,405	14	228	15
Low	682	17	1,396	14	262	18
Very Low	1,166	29	1,871	18	393	27

Source | 2020 #RealCollege Survey

Notes | According to the USDA, students at either low or very low levels of food security are termed “food insecure.” Cumulative percentages may not add up to 100 due to rounding. For more details on how we measure food insecurity, refer to Appendix B. HBCUs = Historically Black Colleges and Universities, Four-Year MSIs = Four-Year Minority Serving Institutions that are not HBCUs, PBCCs = Two-Year Predominantly Black Institutions. For more information on institution types, refer to the “Defining Institution Types” section within the main report. Percentages were rounded to the nearest whole number.

TABLE D-8 | LEVEL OF FOOD SECURITY AT HBCUs, BY SECTOR (PAGE 14)

	Public		Private	
	N	%	N	%
High	1,291	41	418	46
Marginal	384	12	108	12
Low	542	17	140	15
Very Low	928	30	238	26

Source | 2020 #RealCollege Survey

Notes | According to the USDA, students at either low or very low levels of food security are termed “food insecure.” Cumulative percentages may not add up to 100 due to rounding. For more details on how we measure food insecurity, refer to Appendix B. HBCUs = Historically Black Colleges and Universities. For more information on institution types, refer to the “Defining Institution Types” section within the main report. Percentages were rounded to the nearest whole number.

TABLE D-9 | FOOD SECURITY QUESTIONS, BY INSTITUTION TYPE (PAGE 14)

	HBCUs		Four-Year MSIs		PBCCs	
	N	%	N	%	N	%
I worried whether my food would run out before I got money to buy more.	2,061	51	3,741	37	774	53
I couldn't afford to eat balanced meals.	1,752	43	3,615	36	668	45
The food that I bought just didn't last and I didn't have the money to buy more.	1,726	43	2,735	27	612	42

I cut the size of meals or skipped meals because there wasn't enough money for food.	1,555	38	2,740	27	539	37
I ate less than I felt I should because there wasn't enough money for food.	1,445	36	2,635	26	509	35
I was hungry but didn't eat because there wasn't enough money for food.	1,211	30	2,019	20	402	27
I cut the size of meals or skipped because there wasn't enough money for food. (3 or more times)	1,041	26	1,840	18	351	24
I lost weight because there wasn't enough money for food.	914	23	1,400	14	299	20
I did not eat for a whole day because there wasn't enough money for food.	578	14	664	7	203	14
I did not eat for a whole day because there wasn't enough money for food. (3 or more times)	365	9	394	4	133	9

Source | 2020 #RealCollege Survey

Notes | Some students may have experienced more than one of the circumstances listed above. For more details on how we measure food insecurity, refer to Appendix B. HBCUs = Historically Black Colleges and Universities, Four-Year MSIs = Four-Year Minority Serving Institutions that are not HBCUs, PBCCs = Two-Year Predominantly Black Institutions. For more information on institution types, refer to the “Defining Institution Types” section within the main report. Percentages were rounded to the nearest whole number.

TABLE D-10 | FOOD SECURITY QUESTIONS AT HBCUs, BY SECTOR (PAGE 14)

	Public		Private	
	N	%	N	%
I worried whether my food would run out before I got money to buy more.	1,638	52	423	47
I couldn't afford to eat balanced meals.	1,382	44	370	41
The food that I bought just didn't last and I didn't have the money to buy more.	1,366	43	360	40
I cut the size of meals or skipped meals because there wasn't enough money for food.	1,246	40	309	34
I ate less than I felt I should because there wasn't enough money for food.	1,149	37	296	33
I was hungry but didn't eat because there wasn't enough money for food.	955	30	256	28
I cut the size of meals or skipped because there wasn't enough money for food. (3 or more times)	840	27	201	22

I lost weight because there wasn't enough money for food.	732	23	182	20
I did not eat for a whole day because there wasn't enough money for food.	453	14	125	14
I did not eat for a whole day because there wasn't enough money for food. (3 or more times)	281	9	84	9

Source | 2020 #RealCollege Survey

Notes | Some students may have experienced more than one of the circumstances listed above. For more details on how we measure food insecurity, refer to Appendix B. HBCUs = Historically Black Colleges and Universities. For more information on institution types, refer to the “Defining Institution Types” section within the main report. Percentages were rounded to the nearest whole number.

TABLE D-11 | HOUSING INSECURITY, BY INSTITUTION TYPE (PAGE 14)

	HBCUs		Four-Year MSIs		PBCCs	
	N	%	N	%	N	%
Any item	2,329	55	4,754	46	915	60
Had a rent or mortgage increase that made it difficult to pay	679	16	1,600	15	313	21
Did not pay full amount of rent or mortgage	1,050	25	2,006	19	527	35
Did not pay full utilities (gas, oil, or electricity bill)	1,219	29	1,957	19	599	40
Had an account default or go into collections	727	17	952	9	365	24
Moved in with other people, even for a little while, due to financial problems	727	17	1,277	12	220	15
Lived with others beyond the expected capacity of the house or apartment	514	12	942	9	189	12
Left household because felt unsafe	226	5	477	5	77	5
Moved three or more times	565	13	734	7	36	2
Received a summons to appear in housing court	79	2	96	1	26	2

Source | 2020 #RealCollege Survey

Notes | Some students may have experienced more than one of the circumstances listed above. For more details on how we measure housing insecurity, refer to Appendix B. HBCUs = Historically Black Colleges and Universities, Four-Year MSIs = Four-Year Minority Serving Institutions that are not HBCUs, PBCCs = Two-Year Predominantly Black Institutions. For more information on institution types, refer to the “Defining Institution Types” section within the main report. Percentages were rounded to the nearest whole number.

TABLE D-12 | HOUSING INSECURITY AMONG HBCU STUDENTS, BY SECTOR (PAGE 14)

	Public		Private	
	N	%	N	%
Any item	1,835	56	494	53
Had a rent or mortgage increase that made it difficult to pay	532	16	147	16
Did not pay full amount of rent or mortgage	847	26	203	22
Did not pay full utilities (gas, oil, or electricity bill)	978	30	241	26
Had an account default or go into collections	563	17	164	18
Moved in with other people, even for a little while, due to financial problems	559	17	168	18
Lived with others beyond the expected capacity of the house or apartment	391	12	123	13
Left household because felt unsafe	171	5	55	6
Moved three or more times	411	13	154	16
Received a summons to appear in housing court	70	2	9	1

Source | 2020 #RealCollege Survey

Notes | Some students may have experienced more than one of the circumstances listed above. For more details on how we measure housing insecurity, refer to Appendix B. HBCUs = Historically Black Colleges and Universities. For more information on institution types, refer to the “Defining Institution Types” section within the main report. Percentages were rounded to the nearest whole number.

TABLE D-13 | HOMELESSNESS, BY INSTITUTION TYPE (PAGE 14)

	HBCUs		Four-Year MSIs		PBCCs	
	N	%	N	%	N	%
Any item	837	20	1,370	13	226	15
Self-identified homeless	185	4	197	2	73	5
Locations stayed overnight:						
Temporarily staying with relative, friend or couch surfing until I find other housing	712	17	1,073	10	180	12
Temporarily at a hotel or motel without a permanent home to return to	200	5	220	2	62	4
In closed area/space with roof not meant for human habitation (such as abandoned building; car, truck, or van; encampment or tent; unconverted garage, attic, or basement)	66	2	137	1	24	2
At outdoor location (such as street, sidewalk or alley; bus or train stop;	40	1	126	1	19	1

campground or woods, park, beach, or riverbed; under bridge or overpass)						
At a treatment center (such as detox, hospital, etc.)	40	1	98	1	12	1
In transitional housing or independent living program	31	1	42	<1	17	1
In a camper or RV	25	1	100	1	9	1
At a shelter	32	1	33	<1	13	1
At a group home such as halfway house or residential program for mental health or substance abuse	20	<1	27	<1	9	1

Source | 2020 #RealCollege Survey

Notes | Some students may have experienced more than one of the circumstances listed above. For more details on how we measure homelessness, refer to Appendix B. HBCUs = Historically Black Colleges and Universities, Four-Year MSIs = four-year Minority Serving Institutions that are not HBCUs, PBCCs = two-year Predominantly Black Institutions. For more information on institution types, refer to the “Defining Institution Types” section within the main report. Percentages were rounded to the nearest whole number.

TABLE D-14 | HOMELESSNESS AT HBCUs, BY SECTOR (PAGE 14)

	Public		Private	
	N	%	N	%
Any item	626	19	211	23
Self-identified homeless	145	5	40	4
Locations stayed overnight:				
Temporarily staying with relative, friend or couch surfing until I find other housing	526	16	186	20
Temporarily at a hotel or motel without a permanent home to return to	155	5	45	5
In closed area/space with roof not meant for human habitation (such as abandoned building; car, truck, or van; encampment or tent; unconverted garage, attic, or basement)	53	2	13	1
At outdoor location (such as street, sidewalk or alley; bus or train stop; campground or woods, park, beach, or riverbed; under bridge or overpass)	33	1	7	1
At a treatment center (such as detox, hospital, etc.)	30	1	10	1
In transitional housing or independent living program	25	1	6	1
In a camper or RV	23	1	2	<1
At a shelter	27	1	5	1

At a group home such as halfway house or residential program for mental health or substance abuse	18	1	2	<1
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Source | 2020 #RealCollege Survey

Notes | Some students may have experienced more than one of the circumstances listed above. For more details on how we measure homelessness, refer to Appendix B. HBCUs = Historically Black Colleges and Universities. For more information on institution types, refer to the “Defining Institution Types” section within the main report. Percentages were rounded to the nearest whole number.

TABLE D-15 | DISPARITIES IN BASIC NEEDS INSECURITY AMONG STUDENTS, BY GENDER, LGBTQ STATUS, PELL GRANT STATUS, FIRST GENERATION STATUS, PARENTING STATUS, AND INSTITUTION TYPE (FIGURE 8)

	HBCUs		Four-Year MSIs		PBCCs	
	N	%	N	%	N	%
Gender						
Female	1,771	68	3,679	58	681	71
Male	403	63	1,227	52	154	64
Student is LGBTQ						
Yes	370	74	1,146	64	173	77
No	1,845	66	3,919	55	684	68
Student Receives Pell Grant						
Yes	1,829	70	2,881	63	697	72
No	858	61	2,684	50	294	62
First Generation College Student						
Yes	595	67	1,552	62	327	66
No	1,521	66	3,328	54	474	72
Student Is a Parent						
Yes	428	72	827	68	368	85
No	1,951	66	4,470	55	556	63

Source | 2020 #RealCollege Survey

Notes | Classifications of gender identity are not mutually exclusive. Students could self-identify with multiple classifications. Students who reported as self-identifying as lesbian, gay, bisexual, transgender, nonbinary/third gender, or preferred to self-describe their gender identity or sexual orientation are classified as LGBTQ. Students experiencing “any basic needs insecurity” were defined as students who experienced food insecurity in the past 30 days or housing insecurity or homelessness within the last year. For more details on how each measure of basic needs insecurity was created, refer to the Appendix B. Percentages were rounded to the nearest whole number.

TABLE D-16 | KNOWLEDGE OF, APPLICATION FOR, AND RECEIPT OF CARES ACT GRANTS AMONG STUDENTS EXPERIENCING BASIC NEEDS INSECURITY, BY INSTITUTION TYPE (FIGURE 9)

	HBCUs		Four-Year MSIs		PBCCs	
	N	%	N	%	N	%
Heard of CARES Act Grant program	1,748	69	3,005	55	524	54
Applied for CARES Act Grant this year	1,219	48	1,545	28	341	35
Received a CARES Act Grant this year	972	38	1,579	29	305	32

Source | 2020 #RealCollege Survey

Notes | “Applied for” and “Received” are out of those who heard of CARES emergency aid. All are out of those experiencing basic needs insecurity. For more details on how each measure of basic needs insecurity was created, refer to the web appendices. HBCUs = Historically Black Colleges and Universities, Four-Year MSIs = four-year Minority Serving Institutions that are not HBCUs, PBCCs = two-year Predominantly Black Institutions. For more information on institution types, refer to the “Defining Institution Types” section within the main report. Percentages were rounded to the nearest whole number.

TABLE D-17 | KNOWLEDGE OF, APPLICATION FOR, AND RECEIPT OF CARES ACT GRANTS AMONG HBCU STUDENTS EXPERIENCING BASIC NEEDS INSECURITY, BY SECTOR (PAGE 17)

	Public		Private	
	N	%	N	%
Heard of CARES Act Grant program	2,002	68	518	61
Applied for CARES Act Grant this year	1,360	46	262	31
Received a CARES Act Grant this year	977	33	323	38

Source | 2020 #RealCollege Survey

Notes | “Applied” and “Received grant” are out of those who heard of CARES emergency aid. All are out of those experiencing basic needs insecurity. For more details on how each measure of basic needs insecurity was created, refer to Appendix B. HBCUs = Historically Black Colleges and Universities, Four-Year MSIs = four-year Minority Serving Institutions that are not HBCUs, PBCCs = two-year Predominantly Black Institutions. For more information on institution types, refer to the “Defining Institution Types” section within the main report. Percentages were rounded to the nearest whole number.

TABLE D-18 | TOP USES OF EMERGENCY AID FUNDING, BY INSTITUTION TYPE (FIGURE 10)

	HBCUs		Four-Year MSIs		PBCCs	
	N	%	N	%	N	%
Stay enrolled in my college or university	1,006	68	1,933	67	302	73

Afford educational materials for my classes	1,052	71	1,985	69	305	74
Reduced stress	1,123	74	2,171	75	296	72
Have more or better food to eat	980	65	1,555	54	266	64
Fix my car/ buy gas/ pay for transit	879	59	1,457	50	199	48
Pay for housing	730	49	1,237	43	188	46
Support my family members with their bills	602	40	1,074	37	162	39
Buy or improve my laptop/computer	631	43	819	29	175	43
Avoid eviction	390	26	491	17	108	26
Afford educational materials for my child	169	11	240	8	78	19
Paid for entertainment/relaxation	458	31	690	24	94	23
Get medical care	283	19	423	15	61	15
Pay back a loan	286	19	496	17	60	15
Pay for childcare	130	9	139	5	52	13
Afford to travel home	520	35	382	13	59	14
Leave an unsafe living situation	172	12	170	6	34	8

Source | 2020 #RealCollege Survey

Notes | Results are among all respondents who received emergency aid, not only those experiencing basic needs insecurity. Students may have reported more than one use of emergency aid funding. HBCUs = Historically Black Colleges and Universities, Four-Year MSIs = four-year Minority Serving Institutions that are not HBCUs, PBCCs = two-year Predominantly Black Institutions. For more information on institution types, refer to the “Defining Institution Types” section within the main report. Percentages were rounded to the nearest whole number.

TABLE D-19 | TOP USES OF EMERGENCY AID FUNDING AMONG HBCU STUDENTS, BY SECTOR (PAGE 18)

	Public		Private	
	N	%	N	%
Stay enrolled in my college or university	782	69	224	63
Afford educational materials for my classes	830	74	222	63
Reduced stress	875	76	248	69
Have more or better food to eat	777	67	203	57
Fix my car/ buy gas/ pay for transit	703	61	176	49
Pay for housing	598	52	132	37
Support my family members with their bills	474	42	128	36
Buy or improve my laptop/computer	503	45	128	36
Avoid eviction	316	28	74	21

Afford educational materials for my child	147	13	22	6
Paid for entertainment/relaxation	353	31	105	30
Get medical care	238	21	45	13
Pay back a loan	235	21	51	15
Pay for childcare	111	10	19	5
Afford to travel home	403	36	117	33
Leave an unsafe living situation	144	13	28	8

Source | 2020 #RealCollege Survey

Notes | Results are among all HBCU respondents who received emergency aid, not only those experiencing basic needs insecurity. Students may have reported more than one use of emergency aid funding. HBCUs = Historically Black Colleges and Universities. For more information on institution types, refer to the “Defining Institution Types” section within the main report. Percentages were rounded to the nearest whole number.

TABLE D-20 | USE OF PUBLIC BENEFITS AMONG STUDENTS EXPERIENCING BASIC NEEDS INSECURITY, BY INSTITUTION TYPE (FIGURE 11)

	HBCUs		Four-Year MSIs		PBCCs	
	N	%	N	%	N	%
Any public assistance	1,158	41	2,669	46	594	57
Medicaid or public health insurance	451	20	1,140	22	306	35
Unemployment compensation/insurance	370	16	940	18	214	25
SNAP (food stamps)	450	20	629	12	297	34
Tax refunds (including EITC and CTC)	292	13	830	16	178	20
LIHEAP (Low Income Housing Energy Assistance Program)	32	1	90	2	95	11
WIC (nutritional assistance for pregnant women and children)	85	4	152	3	63	7
Childcare assistance	41	2	78	2	55	6
Utility Assistance (e.g. help paying for heat or water)	77	3	128	3	50	6
Housing Assistance (e.g. housing choice voucher, subsidized site-based housing, public or non-profit owned housing, income-based housing or rent, rental or homeowners assistance)	85	4	143	3	52	6
Services or support from a local nonprofit/ nongovernmental agency	44	2	145	3	25	3
SSI (supplemental security income)	28	1	71	1	30	3

SSDI (social security disability income)	47	2	65	1	37	4
Health services from an income-based organization or community health center	74	3	196	4	37	4
TANF (public cash assistance; formerly called ADC or ADCF)	19	1	59	1	30	3
Legal services or assistance	30	1	75	1	20	2
Transportation assistance	34	2	97	2	27	3
Veteran benefits (Veteran's Administration benefits for a servicemen's, widow's, or survivor's pension, service disability or the GI bill)	109	5	176	3	17	2
Services or support from a housing community-based organization or nonprofit including emergency shelters or domestic violence shelters	21	1	33	1	5	1

Source | 2020 #RealCollege Survey

Notes | SNAP = Supplemental Nutrition Assistance Program, EITC = Earned Income Tax Credit, CTC = Child Tax Credit, LIHEAP = Low Income Home Energy Assistance Program, WIC = Women Infants and Children, TANF = Temporary Assistance for Needy Families. Students experiencing “basic needs insecurity” is defined as students who experienced food insecurity in the past 30 days, or housing insecurity or homelessness within the last year. For more information on how measures of basic needs insecurity were created, see Appendix B. HBCUs = Historically Black Colleges and Universities, Four-Year MSIs = four-year Minority Serving Institutions that are not HBCUs, PBCCs = two-year Predominantly Black Institutions. For more information on institution types, refer to the “Defining Institution Types” section within the main report. Percentages were rounded to the nearest whole number.

TABLE D-21 | USE OF CAMPUS SUPPORTS AMONG STUDENTS EXPERIENCING BASIC NEEDS INSECURITY, BY INSTITUTION TYPE (FIGURE 12)

	HBCUs		Four-Year MSIs		PBCCs	
	N	%	N	%	N	%
Any campus support						
Have not heard of	1,587	56	3,382	58	577	55
Heard of but have not used	2,010	71	4,385	75	739	70
Used	920	33	1,489	25	424	40
Help obtaining food stamps/SNAP						
Have not heard of	715	25	1,503	26	184	18
Heard of but have not used	1,399	50	3,400	58	481	46

Used	557	20	757	13	335	32
Help finding affordable housing						
Have not heard of	1,063	38	2,218	38	374	36
Heard of but have not used	1,432	51	3,139	54	552	53
Used	172	6	294	5	71	7
Emergency housing						
Have not heard of	1,253	44	2,779	47	439	42
Heard of but have not used	1,341	48	2,734	47	520	50
Used	71	3	132	2	36	3
Emergency financial aid						
Have not heard of	1,130	40	2,431	41	435	41
Heard of but have not used	1,114	39	2,417	41	414	39
Used	422	15	808	14	149	14

Source | 2020 #RealCollege Survey

Notes | Students may have indicated uses of one or multiple campus supports. Rates of using supports are among students experiencing any basic needs insecurity; students experiencing “basic needs insecurity” is defined as students who experienced food insecurity in the past 30 days, or housing insecurity or homelessness within the last year. For more details on how each measure of basic needs insecurity was created, refer to Appendix B. HBCUs = Historically Black Colleges and Universities, Four-Year MSIs = four-year Minority Serving Institutions that are not HBCUs, PBCCs = two-year Predominantly Black Institutions. For more information on institution types, refer to the “Defining Institution Types” section within the main report. Percentages were rounded to the nearest whole number.

TABLE D-22 | REASONS WHY STUDENTS EXPERIENCING BASIC NEEDS INSECURITY DID NOT USE CAMPUS SUPPORTS, BY INSTITUTION TYPE (FIGURE 13)

	HBCUs		Four-Year MSIs		PBCCs	
	N	%	N	%	N	%
I do not think I am eligible.	1,786	72	3,989	74	661	72
Other people need those programs more than I do.	1,360	55	3,917	73	533	58
I did not know they existed or were available.	1,341	54	2,758	51	461	51
I do not know how to apply	1,383	56	2,818	53	425	47
I do not need these programs.	734	30	2,551	48	281	31
I am embarrassed to apply.	404	16	1,351	25	216	24
People like me do not use programs like that.	287	12	1,114	21	129	14
I had difficulty completing the application.	427	17	684	13	135	15

Source | 2020 #RealCollege Survey

Notes | Students may have indicated one or more reasons for not using campus supports. Results are among students experiencing basic needs insecurity; students experiencing “basic needs insecurity” is defined as students who experienced food insecurity in the past 30 days, or housing insecurity or homelessness within the last year. For more details on how each measure of basic needs insecurity was created, refer to Appendix B. HBCUs = Historically Black Colleges and Universities, Four-Year MSIs = four-year Minority Serving Institutions that are not HBCUs, PBCCs = two-year Predominantly Black Institutions. For more information on institution types, refer to the “Defining Institution Types” section within the main report. Percentages were rounded to the nearest whole number.

TABLE D-13 | DISPARITIES IN GAPS BETWEEN BASIC NEEDS INSECURITY AND USE OF ANY CAMPUS SUPPORT AT HBCUs, BY GENDER AND LGBTQ STATUS (FIGURE 14)

	Experiencing Basic Needs Insecurity		Has Used Supports (among those experiencing BNI)	
	N	%	N	%
Gender				
Female	1,771	68	633	36
Male	403	63	107	27
Student is LGBTQ				
Yes	370	74	126	34
No	1,845	66	632	34

Source | 2020 #RealCollege Survey

Notes | Classifications of gender identity are not mutually exclusive. Students could self-identify with multiple classifications. Students experiencing “any basic needs insecurity” is defined as students who experienced food insecurity in the past 30 days or housing insecurity or homelessness within the last year. “Has used supports” refers to students utilizing one or more campus supports. Rates for utilization of supports are out of those experiencing any basic needs insecurity. For details on how basic needs insecurity measures were constructed, refer to Appendix B. Percentages were rounded to the nearest whole number.

Appendix E. Questions Used to Capture Student Background Characteristics in The Hope Center’s #RealCollege Survey

1. What is your gender? (Mark Yes or No for each item.)
 - a. Female
 - b. Male

- c. Non-binary/third gender
 - d. Prefer to self-describe
 - e. Prefer not to answer
2. Do you identify as transgender?
 - a. Yes
 - b. No
 - c. Prefer not to answer
3. What is your sexual orientation?
 - a. Heterosexual or straight
 - b. Gay or lesbian
 - c. Bisexual
 - d. Prefer to self-describe
 - e. Prefer not to answer
4. In what year were you born? (answers by dropdown starting with 2002)
5. Are you a U.S. citizen or permanent resident?
 - a. Yes
 - b. No
 - c. Prefer not to answer
6. Have you ever served in the U.S. Armed Forces, Military Reserves, or National Guard?
 - a. Yes
 - b. No
 - c. Prefer not to answer
7. How do you usually describe your race and/or ethnicity? (Select “Yes” to all that apply if you identify with multiple groups)
 - a. White or Caucasian
 - b. African American or Black
 - c. Middle Eastern or North African or Arab or Arab American
 - d. Southeast Asian
 - e. American Indian or Alaska Native
 - f. Indigenous
 - g. Hispanic or Latinx/Latina/Latino or Chicanx/Chicana/Chicano
 - h. Pacific Islander or Native Hawaiian
 - i. Other Asian or Asian American
 - j. Other (please specify)
 - k. Prefer not to answer
8. What is the highest level of education completed by either of your parents/guardians?
 - a. Eighth grade or lower
 - b. Between 9th and 12th grade (but no high school diploma)
 - c. High school diploma
 - d. GED
 - e. Some college (but no college degree)
 - f. College or trade/vocational certificate

- g. Associate degree
 - h. Bachelor's degree
 - i. Graduate degree
 - j. I don't know
 - k. Prefer not to answer
9. In the last year, did a parent or guardian claim you as a "dependent" for tax purposes?
- a. Yes
 - b. No
 - c. I don't know
 - d. Prefer not to answer
10. How would you describe your current relationship status?
- a. Single
 - b. In a relationship
 - c. Married or domestic partnership
 - d. Divorced
 - e. Widowed
 - f. Prefer not to answer
11. Do you have a spouse or partner that lives with you?
- a. Yes
 - b. No
 - c. Prefer not to answer
12. Have you ever been in foster care?
- a. Yes
 - b. No
 - c. Prefer not to answer
13. Are you the parent, primary caregiver, or guardian (legal or informal) of any children?
- a. Yes
 - b. No
14. Have you ever been convicted of a crime? (Felony and misdemeanor convictions only. Don't include violations or traffic infractions.)
- a. Yes
 - b. No
 - c. Prefer not to answer
15. Do you have any of the following disabilities or medical conditions? (Mark Yes or No for each item.)
- a. Cognitive, learning, or neurological disorders/disabilities (dyslexia, ADHD, autism spectrum disorder, epilepsy, etc.)
 - b. Physical disability (speech, sight, mobility, hearing, etc.)
 - c. Chronic illness (asthma, diabetes, autoimmune disorders, cancer, etc.)
 - d. Psychological disorder (depression, anxiety, PTSD, etc.)
 - e. Other: (fill in)

16. Are you a varsity student-athlete on a team sponsored by your college or university's athletics department?
- Yes
 - No
 - Prefer not to answer

¹ These postsecondary colleges and universities along with 171 others participated in fielding the #RealCollege Survey in the fall 2020 term. The results of those surveys can be read in the [2021 #RealCollege Survey National Report](#).

² MSI classifications are based on the Center for the Study of MSIs MSI Directory, with one exception. Los Angeles Southwest College was not present in the 2020 MSI Directory; however, its [website](#) lists it as a recipient of the Predominantly Black Institution federal grant. For this reason, we included it with other PBCCs.

³ Responses for #RealCollege 2020 survey were collected in Qualtrics. The Hope Center team organized, cleaned, and merged survey data with other sources (IPEDS and internal databases) using Stata. Tables and figures produced for the #RealCollege 2021 report were constructed in Stata and Tableau.

⁴ This count is based on institution-based self-reports of how many students were sent invitations to take the survey.

⁵ Crutchfield, R. M., & Maguire, J. (2017). *Researching basic needs in higher education: Qualitative and quantitative instruments to explore a holistic understanding of food and housing insecurity*. Long Beach, California: Basic Needs Initiative, Office of the Chancellor, California State University.

⁶ Spitzer, R.L., Kroenke, K., Williams, J.B., & Löwe, B. (2006). [A brief measure for assessing generalized anxiety disorder](#). *Archives of Internal Medicine*, 166(10), 1092–1097.